

THE
Allahabad University
MATRICULATION
EXAMINATION PAPERS

IN

*English, Mathematics, Persian, Sanskrit, Arabic, History,
Geography, Elementary Science, Geometrical Drawing and Political Economy*

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MATRICULATION EXAMINATION PAPERS.

1908.

ENGLISH.—FIRST PAPER.

Prose.

(Write the answers to the different sections in separate answer books.)

Section A.

1. In the following passages, explain the portions in italics :—

(a) "As a *landsmen*," says Colonel Fisher, who was on board the "Plover" gun-boat in the hottest fire of the Peih river, "I was much struck with the *coolness* with which the "navigation of the vessel was attended to; the man in the "chains cries the *soundings*, the master gives his orders "to the man at the *helm* and the engineers below; the "helmsman *has no eyes or ears*, but for the master's direc- "tions and signals."

(b) The first wars that the Romans engaged in beyond the bounds of Italy were with the Carthaginians. This race came from *Tyre and Zidon*; and were descended from some of the *Phœnicians*, or Zidonians, who were such dangerous foes or more dangerous friends to the *Israelites*. Carthage had, as some say, been first founded by some of the Canaanites who fled when Joshua conquered the *Promised Land*; and whether this were so or not, the inhabitants were in all their ways the same as the Tyrians and Zidonians, of whom so much is said in the prophecies of Isaiah and Ezekiel.

(c) He had likewise seen some service against the Spaniards, and after his return had been made a Captain in the *Lifeguards* and a *Gentleman of the Bedchamber*. Vandyke

has left portraits of the father and the son ; the one a bald-headed, alert, precisely looking old warrior, *with the cuirass and gauntlets of elder warfare* ; the other *the very model of a cavalier*, tall, easy, and graceful, with a gentle, reflecting face, and wearing *the long lavelocks* and deep point lace collar and cuffs characteristic of Queen Heniretta's Court.

2. Rewrite passage (a) above, changing the direct form of speech into the indirect form.

3. Give in your own words—not exceeding 3 (three) pages of your answer book—the story of either of the following “Golden deeds” :—

The Keys of Calais.

The Carnival of Perth.

B.

4. The priests and many of the Senate held the rash young men had deserved death, as covenant-breakers ; but their father made strong interest for them and prevailed, not only to have them spared, but even chosen tribunes to lead the legions in the war that was expected.

What is the object of the verb held ? Parse as, covenant-breakers, and chosen. What were legions and tribunes ? Explain made strong interest.

5. Give the meaning of the following extracts in your own words :

(a) A sinful heart makes failing hand.

(b) The battle on the banks of the river Allia was not so much a fight as a rout.

(c) It is with iron, not gold, that Romans guard their country.

(d) There shall not be a spot in my realm where the key shall not keep the castle, and the bracken bush the cow, though I lead the life of a dog to accomplish it.

6. Rewrite in your own words the story of Damon and Pythias.

7. What is meant by alliteration, metaphor, and antithesis? Give one example of each occurring in the following passage, and explain the phrases in italics:—

They were now turning to the eastward, and had reached the range of steep and *barren hills*, which *binds in* that *quarter* of the *naked plain*, and varies the surface of the country, without changing its *sterile character*. Sharp rocky eminences *began to arise* around them, and in a short time, deep declivities and ascents; both formidable in height and difficult from the narrowness of the path, *offered* to the travellers obstacles of a different kind from those with which they had recently contended. Dark caverns and chasms among the rocks, those grottoes so often alluded to in *Scripture*, *yawned fearfully* on either side as they proceeded, and the Scottish knight was informed by the Emir that these were often the refuge of beasts of prey, or of men still more ferocious, who *driven to desperation* by the constant war, and the oppression exercised by the soldiery, as well of the *Cross* as of the *Crescent*, had become robbers and spared neither *rank* nor *religion*; neither *sex* nor *age*, in their depredations.

8. (a) Explain the Grammar of the portions printed in italics of the following passage:—

Nothing commends a young man so much to his employers as accuracy and punctuality in the conduct of business. *And no wonder*. On each man's exactitude in doing his *special best* depends the *comfortable and easy going* of the whole machine. In the complicated tasks of social life no genius and no talent can compensate for lack of obedience. If the clock *goes* fitfully, nobody *knows* the time of day; and if your allotted task *is* a necessary link in the chain of another man's work, you are his clock, and he ought to be able to rely on you. The greatest praise that can be given to the member of any association is in these terms:—This is a man who always does what is required of him and who always appears at the hour when he is expected to appear.

(b) Analyse in tabular form the last sentence beginning with the words "The greatest, &c."

ENGLISH.—SECOND PAPER.

Poetry.

D.

1. Explain clearly in your own words the following passages :—

- (a) "Oh ! would, strange bird, I too could sweep
Unharmed along life's angry deep,
Nor heed the lowering clouds that roll
And darken round the struggling soul—
Like thee could soar, and breast, elate
The mists of doubt, the storms of fate."

Parse fully the words underlined in the above passage.

- (b) "To trust to the world is to build on the sand :—
I'll trust but in Heaven, and my good Right Hand."

What lesson is to be derived from these two lines ?

- (c) "We know when moons shall wane
We summer birds from far shall cross the sea,
When autumn's hue shall tinge the golden grain—
But who shall teach us when to look for thee ?"

2. Give the meanings of the following expressions ; also state clearly but briefly the connections in which they are used :—

- "Blessed barrier between day and day"
"The angel of Death."
"Scargill's whispering trees."
"Messenger of Spring."

E.

3. Give in your own words the substance of the poem "A Legend"; point out what lesson the poet intends to teach from it.
Your answer must not exceed 2 pages.

4. Explain clearly and concisely the phrases underlined in the following extracts :—

- (a) "One sleeps where southern vines are dressed
Above the noble slain"
- (b) "A poet could not but be gay
In such a jocund company."
- (c) "There is a power whose care
Teaches thy way along that pathless coast."

- (d) "The frame thy wayward looks deride
Required a God to form."
- (e) "His steeds to water at those springs
On chaliced flowers that lies."

F.

5. All thoughts of ill ; all evil deeds,
That have their roots in Thoughts of ill ;
Whatever hinders or impedes
The action of the nobler will :—
All these must first be trampled down
Beneath our feet, if we would gain
In the bright field of fair renown
The right of *eminent domain*.
We have not wings, we cannot soar ;
But we have feet *to scale and climb*
By slow degrees, *by more and more*,
The cloudy summits of our time.

State, in your own words, the plain meaning of the above passage. Explain the grammatical construction of the words and phrases in italics.

6. Amongst the many advantages of experience, one of the most valuable is that we come to know the range of our own powers, and if we are wise we keep contentedly within them. This relieves us from the malady of eagerness : we know pretty accurately beforehand what our work will be when it is done, and therefore we are not in a hurry to see it accomplished. The coolness of old hands in all departments of labour is due in part to the cooling of the temperament by age ; but it is due even more to the fulness of acquired experience, for we do not find middle-aged men so cool in situations where they feel themselves incompetent.

State, as briefly as possible, the plain meaning of the above passage. Analyse the first sentence.

URDU.—THIRD PAPER.

(N.B.—Write the answers to the different sections in separate answer books.)

G.

1. Translate into English :—

ایک عورت کا اکلوٹا اُر کا جیوں ہی چلنے پھرنے لگا

کہ یہ کایک سرگیا - وہ اپنے مُردے بچپے کو پیار کے مارے اپنی چھاتی میں لگا کر گھر پہنچنے لگی اور اوسکے لیئے دوا مانگتی پھرتی - ایک فقیہ نے اسکو دیکھہ کر سمجھہ لیا کہ یہ عورت قاسم مجھہ ہے - اُسنے اوس عورت سے کہا

"اے میری بچپی میرے پاس تو اُسکی کوئی ایسی دوا فہیں ہے جسے تم مانگتی ہو پڑھاں میں جانتا ہوں کہ میرے مرشد کے پاس اُسکی دوا ہے - وہ عورت مرشد کے پاس گئی اور کہنے لگی کہ حضرت آپکو کوئی ایسی دوا معلوم ہے جو میرے بچپے کو فائدہ کرنے - مرشد نے جواب دیا کہ تیورا سا سرسوں لاو مگر ایسے گھر سے مانگ لاو جہاں کبھی کسیکا بیتا بیتی مان باپ بھائی بہن شوہر اور جورو یا خادم اور خادمه نہ ملے ہوں - وہ عورت اپنے مُردے بچپے کو لیکر چلی اور سرسوں مانگتی پھری - لوگوں نے کہا "لو سرسوں لو" - پر جب عورت نے پوچھا کہ آپ کے گھر کبھی بیتا بیتی مان باپ بھائی بہن شوہر جورو یا خادم خادمه ملے ہیں یا فہیں تو اونھوں نے جواب دیا کہ "اے بھلی مانس یہہ کیا بات کہتی ہو" - زندوں کی گنتی کم ہے اور مردوں کی گنتی بہت ہے - کسینے کہا کہ میرا بیتا سرگیا ہے دوسرا بولا میرا باپ تیسرا نے کہا میرا فوکر گزر گیا ہے - آخر کار جب اُسکو ایک بھی گھر ایسا فہلا جہاں کوئی نہ کوئی نہ ملے ہو تب اوسکو سمجھہ آئی اور اپنے مُردے بچپے کو جنگل میں پھینک کر مرشد صاحب کے پاس لوٹ آئی - تب مرشد جی نے اوسے سمجھا ایسا کہ یہہ دنیا گزر جانیوالی ہے اور سب کچھہ نیست ہو جائیدگا - عورت کو ہوش آگیا اور وہ اوس مرشد کی سرید ہو گئی *

H.

بادشاہوں کو کبھی۔ کبھی اپنا پہچنوانا مشکل ہوتا ہے۔ تھوڑے دنوں کی بات ہے کہ یورپ کے ایک بادشاہ کی تختنشیانی کے جلسہ میں ایک بم کے گولے کے پہت جانے سے بہت آدمی اپنی جانوں سے گئے اور بہت سے رخی ہوئے۔ ایک دن بادشاہ اوس اسپیتال میں گئے جہاں زخمی لوگ علاج کے لیئے بھیجے گئے تھے۔ ایک رخی بوڑھی عورت کے سرہانے جاکر بادشاہ نے پوچھا کہ تو اوس جگہ کیوں گئی تھی۔ اوس عورت نے روکھے پن سے جواب دیا کہ میں بادشاہ کو دیکھنے کی تھی۔ بادشاہ نے کہا پھر تو اوس بادشاہ کو جی بھر کر دیکھ لے۔ میں ہی تو بادشاہ ہوں۔ عورت نے غصہ کی نظر سے دیکھ کر کہا کہ مردوں کیوں جھوٹھ بکتا ہے۔ میری اتنی عور آئی کیا مجھے یہ معلوم فہیں کہ بادشاہ تیرے ایسے فہیں ہوتے *

HINDI.

(N.B.—Write the answers to the different section in separate answer books.)

G.

Translate into English :—

एक औरत का एकलौता लड़का ज्यों ही चलने फिरने लगा कि एका एक मर गया। वह मारे प्यार के अपने सुदै बच्चे को छाती में लगाकर घर घर फिरने लगी और उसके लिये दवा मांगती फिरी। एक साधू ने उसको देखकर समझ लिया कि यह औरत नासमझ है। उसने उस औरत से कहा बच्ची मेरे पास तो इसकी कोई दवा नहीं है जो तुम मांगती हो। पर हाँ मैं जानता हूँ कि मेरे गुरु जी के पास इसकी दवा है। वह औरत गुरु जी के पास गई और

कहने लगी स्वामी जी आप को कोई ऐसी दवा मालूम है जो मेरे बच्चे को हित करे। गुरु जी ने जवाब दिया कि योड़ा सा सरसों लाश्रो पर ऐसे घर से मांग लाश्रो जहां कभी किसी का बेटा बेटी, मां बाप, भाई बहिन, स्वामी खी, चाकर चकरानी न मरे हों। वह औरत अपने मुर्दे बच्चे को लेकर बली और सरसों मांगती फिरी। लोगों ने कहा लेओ—सरसों लेओ। पर जब औरत ने पूछा कि आप के घर कभी बेटा बेटी, मां बाप, भाई बहिन, स्वामी खी या चाकर चकरानी मरे हैं या नहीं, तो उन्होंने जवाब दिया कि श्री भली मानुष यह क्या बात कहती है। जिन्दों की गिनती कम है और मुर्दाँ की गिनती बहुत है। किसी ने कहा मेरा बेटा मर गया। दूसरा बोला मेरा बाप मर गया। तीसरे ने कहा मेरा नौकर गुजर गया है। निदान जब उसको एक भी घर ऐसा न मिला जहां कोई न कोई न मरा हो तब उसको बोध हुआ और अपने मुर्दे बच्चे को जंगल में फेंक कर गुरु जी के पास लौट आई। तब गुरु जी ने उसे समझाया कि यह संसार अनित्य है और सद्य कुछ नश्वर है। औरत को ज्ञान भया और वह उस गुरु जी की चेलिन हो गई ॥

H.

बादशाहों को कभी कभी अपना पहचनवाना कठिन होता है। योड़े दिनों की बात है कि यूरोप में एक बादशाह के तख्त पर बैठने के तमय जो जलसा हुआ उसमें एक बम के गोले के फट जाने से बहुत आदमी अपनी जानों से गये और बहुत से जखमी हुए। एक दिन बादशाह उस हस्पताल में गये जहां जखमी लोग इलाज के लिये भेजे गये

थे। एक ज़खमी बूढ़ी औरत के सिरझाने जाकर बादशाह ने पूछा कि तू उस जगह क्यों गई थी। उस औरत ने रुखेपन से जवाब दिया कि मैं बादशाह को देखने गई थी। बादशाह ने कहा फिर तू उस बादशाह को जो भर देख ले मैं ही तो बादशाह हूँ। औरत ने कोध दृष्टि से देखकर कहा कि मरदुए क्यों झूठ बकता है मेरी इतनी उम्र आई क्या मुझे यह मालूम नहीं कि बादशाह तेरे ऐसे नहीं होते ॥

ENGLISH COMPOSITION.

Write an essay on "Holidays and how to use them," taking care to show clearly what part in your opinion reading should play during a long vacation. Mention also any six books known to you which you consider good holiday reading.

MATHEMATICS.—FIRST PAPER.

Arithmetic and Algebra.

- Find the sum of the 21 odd numbers which follow 15432.
- Reduce.

$$\frac{1}{2} + \frac{2}{3} + \frac{3}{4} + \frac{4}{5} - \frac{13}{6} - \frac{1}{20}$$

to a fraction in its lowest terms.

- Find all the prime numbers less than a hundred.
- Simplify $(a+b+c)^2 - 2(b+c)(a+b+c) + (b+c)^2$.
- Find the G. C. M. of
 $8x^3 + 38x^2 + 59x + 30$, and $6x^3 - 13x^2 - 13x + 30$.
- Solve the equation $13x^2 - 90x - 7 = 0$.
- Solve.

$$\begin{aligned} x+y &= 5 \\ x+3y &= 13 \end{aligned}$$

8. If $\frac{a}{b}$ be a proper fraction, and x a positive number, prove that $\frac{a+x}{b+x}$ is greater than $\frac{a}{b}$.
9. Break into factors $x^2 - 2x - 15$.
10. Trace the graph of $y = 2x + 1$.
-

MATHEMATICS.—SECOND PAPER.

Geometry.

PART I—PRACTICAL GEOMETRY.

(*Proofs of constructions are not to be given but construction lines must be shown in all cases.*)

1. Draw a quadrilateral $ABCD$ from the following data:—

$$AB = 1\cdot 5 \text{ in., } BC = CD = 2\cdot 1 \text{ in., } \\ DA = 2\cdot 5 \text{ in., } BD = 2\cdot 6 \text{ in.}$$

Reduce the quadrilateral to an equivalent triangle and find its approximate area by measuring the base and altitude of the triangle.

2. Make a rectangle of area 3 sq. in. and construct an equivalent square. Measure a side of your square to the nearest hundredth of an inch and write down the result.

3. Draw two straight lines inclined to one another at an angle of 41° using your protractor and then describe a circle of radius 0·9 in. to touch them.

4. Describe two circles of radii 1·2 in. and 0·8 in. respectively, and having their centres 1·6 in. apart. Draw a common tangent, and measure its length to the nearest hundredth of an inch between the points of contact.

5. Find by geometrical construction a straight line of length $\frac{1\cdot 1 \times 2\cdot 0}{1\cdot 7}$ in. Measure the line that you have found to the nearest hundredth of an inch, and write down the result.

PART II—THEORETICAL GEOMETRY.

6. If two right-angled triangles have their hypotenuses equal, and one side of the one equal to one side of the other, prove that the triangles are congruent.

DE, DF are drawn perpendicular to the sides AC, AB of a triangle ABC , from the middle point of the base BC . If $DE=DF$, prove that $AB=AC$.

7. If a pair of opposite angles of a quadrilateral are supplementary, prove that its vertices are concyclic.

The internal bisectors of the angles of a quadrilateral form a quadrilateral whose vertices are concyclic. Prove this.

8. Illustrate and explain by a diagram the geometrical proposition corresponding to the algebrical formula :—

$$a^2 - b^2 = (a+b)(a-b).$$

$ABCD$ is a straight line. If $AB=BC$ and $AC=CD$, prove that the rectangle contained by AD and DC is equal in area to eight times the square on AB .

9. If two chords of a circle intersect inside the circle, prove that the rectangle contained by the parts of the one is equal to the rectangle contained by the parts of the other.

A perfectly round ball is cut straight through into two unequal parts, and the smaller part is made to stand upon its flat face. If its height is now found to be 0·8 in. and the diameter of its base 5·6 in., find the radius of the ball.

10. If two triangles have one angle of the one equal to one angle of the other, and the sides about these equal angles proportional, prove that the triangles are similar.

Two sides of a triangular field measure 370 yards and 285 yards respectively, and the angle between them is 64° . Make a drawing of the field to scale 1 in. = 100 yds., and find approximately the area of the field in square yards, by measurement from your plan and calculation.

HISTORY.

(Answers to Parts I and II to be written in separate Answer Books marked I and II respectively.)

PART I.

1. Write short notes on *four only* of the following :—Domesday Book, Simon de Montfort, the Feudal System, the Suppression of the Monasteries, the Petition of Right, The Treaty of Utrecht, the Rising of 1745.
2. Describe the events which led up to the signing of Magna Charta and mention its most important provisions.
3. Describe how the English lost their hold of France after the death of Henry V.
4. What were the immediate causes of the War that ended in the loss to England of her North American Colonies ?
5. Either state what you know about the movement started by John Wesley and its results.

or

Explain what need there was for the Reform Bill of 1832. Describe the agitation which it provoked.

PART II.

6. Give a brief account with dates of the Invasion of the Punjab by Alexander the Great.
7. Mention with dates the chief events in the lives of *three only* of the following :—
Asoka, Muhammad Ghori, Sivaji, Warren Hastings, Dost Muhammad.
8. Sketch the character of Aurungzeb and compare it with that of Akbar.
9. Describe briefly the struggle between the French and English in Southern India.
10. What administrative acts and works of public utility mark the Governor-Generalship of Lord Dalhousie ?

ARABIC.—FIRST PAPER.

Text-book and Grammar.

(N.B.—*Give vowel-points to every Arabic word you write in your answers.*)

1. Translate into English :—

فَلَمَّا قُرِئَ نَعْجَةٌ لَهُنَا الشَّعْرُ مُهْلَكٌ عَيْنَاهُ بِالْمُسْوَعِ - فَقَاتِلُ

لله القهر مائة ما الذي يبكيك يا ولدي - لا ابكي الله لك
عينا - فقال العجمي يا سنتي كيف لا يبكي ولدي و هدة
جاريته وهو سيدها فتحة بن البربيع الكوفي - و عافية
هذا البخارية مرهونة برأيته - و ليس بها علة الا هواه -
فخذلي يا سنتي هدة الالف دينارا لك عندي اكثر من ذاك -
و انظري لمن بجين الرحمة - و لا نعرف اصلاح هذا الامر الا
منك - فقالت العجوز لفتحة هل افت مولاهما - فقال فعم -
قالت صدقتك - فانها لا تفتر عن ذكرك - فاخبرها فتحة بعها
قد جرى له من الاول الى الآخر *

2. (a) What is the word କୁର୍ବା corruption of? Give its literal meaning.

(b) Give the broken plurals (جمع مكسّ), of:— شعر - شعرة - عين (a stream) — عينان — دينار — دينارات — جريمة — جرائم — ابن — ابنان — عجوزة — عجوزات

3. Translate into English, explaining allusions, if any:—
سبع اعرابی قارئاً يقرأ - الاعراب اشد كفرا و نفاقا -
فقال لقد هيجانا - ثم سمهجه بجد ذاك يقرأ - و من الاعراب
من يومن بالله و اليوم الاخر - فقال لا باس - هجا و مدخ -
هذا كهها قال الشاعر *

* جامش *

نهجوت ذهیورا ثم افی مددته
ومما زالت الاشراف تهمجی و تهدح

Translate into English :—

(a) لا تكن لجيپش مبجروح الفواد
أنها أترف على الله الكرييم

5. (a) Give the governments of the following, with examples :—

متى - صار - أبيب - حاشا

(b) Give صيغه, باب, and سلس of the following, explaining the معليل, if any :—

تَعْدُ أَوْدَعْتَ - قُلْ - لَمْ قَرَّ

ARABIC.—SECOND PAPER.

Translation from Arabic into English.

1. Translate the following into English:—

A.

فُقِلَّ أَنَّ الرَّشِيدَ كَانَتْ عَنْدَهُ جَارِيَةً — يُحِبُّهَا سَعْيَةً
 شَدِيدَةً — وَكَانَتْ سُودَاءً وَأَسْهَمُهَا خَالِصَةً — جَائِسَةً عَنْدَهُ —
 وَعَلَيْهَا مِنَ الْجَوَاهِرِ وَالْأَدْوَرِ مَا شَاءَ اللَّهُ تَعَالَى — وَكَانَ لَا
 يَغَارِقُهَا لَيْلًا وَلَا نَهَارً — فَدَخَلَ عَلَيْهِ أَبُونَوَاسٍ وَمَدْحَهُ بِابِيَّاتِ
 بَلِيْغَةً — فَلَمْ يَلْتَفِتْ إِلَيْهِ — وَيَقِيْ مُشْغُولاً بِالْجَارِيَةِ — فَنَحَصَلَ
 لِأَبِي ذُواسٍ غَبِّنَ فِي ذَفَنَسِهِ — فَخَرَجَ وَكَتَبَ عَلَى بَابِ
 الرَّشِيدِ: —

لَقَدْ ضَمَّاعٌ شَعْرِيٌّ عَلَى بَابِكُمْ
 كَهَا ضَمَّاعٌ عَقْدٌ عَلَى خَالِصَهُ

فَقَرَأَهُ بَعْضُ حَاشِيَّةِ الْهَمَلِكِ — ثُمَّ دَخَلَ وَأَخْبَرَهُ بِذَلِكِ —
 فَقَالَ عَلَيْهِ بَابِي ذُواسٍ — فَلَمَّا دَخَلَ عَلَيْهِ مِنَ الْبَابِ سَعْيَهَا
 تَبَجُّوْيِفُ الْعَيْنِينِ مِنَ الْهَوْضُعِينِ مِنْ افْظَاعٍ وَابْقَيِ اوْلَهُهَا
 عَلَيْهِ صُورَةُ الْهَبْزَةِ — ثُمَّ اقْبَلَ عَلَيْهِ الْهَمَلِكُ — فَقَالَ لَهُ مَا
 كَتَبْتَ عَلَيِ الْبَابِ؟ قَالَ كَتَبْتَ: —

لَقَدْ ضَمَّاعٌ شَعْرِيٌّ عَلَى بَابِكُمْ
 كَهَا ضَمَّاعٌ عَقْدٌ عَلَى خَالِصَهُ
 فَاعْجِبْ الرَّشِيدَ ذَلِكَ وَاجْزَأْهُ بِالْفَلْفَلِ دَرَهْمَ *

B.

حَكَايَةُ عَنِ الْقَاضِيِّ يَحْيَى بْنِ إِكْثِيرِ بْنِ بَيْتِ لَكِيلَةِ عَنْ
 الْهَامَسَوْنَ — فَجَطَشَتْ فِي جَوْفِ الْمَلِيلِ — فَقَهَتْ لَا شَرْبَ مَاءً —
 فَرَانِي الْهَامَسَوْنَ — فَقَالَ — مَا ذَلِكَ يَا يَحْيَى؟ قَلَتْ — يَا
 أَمِيرَ الْمُؤْمِنِيْنَ أَنَا وَاللَّهِ عَطْشَانٌ — قَالَ ارْجِعْ إِلَيْيَ مَوْضِعَكَ —
 فَقَامَ وَاللَّهِ إِلَيْيَ مَهْلِكِ الْهَمَاءِ فَجَعَاعَذِي بِكَوْزَ مَاءً — وَقَامَ عَلَيْ

رأسي - فقال أشرب يا يعيبي - فقلت - يا أميرالهرمنيين
 هلا وصيف أو تو صيفه - قال إنهم نيار - قلت كنت إذا أقوم
 بالشرب - فقال لي لدم بالرجل الذي يستخدم ضيفه - ثم
 قال - يعيبي؟ فقلت - لم يك يا أميرالهرمنيين - قال إلا
 أحدهُوك - قلت بلني يا أميرالهرمنيين - قال حدثني الرشيد -
 قال حدثني الهبهي - قال حدثني المنصور عن أبيه عن
 عكرمة عن ابن عباس رضي الله عنه قال قال رسول الله
 صلي الله عليه وسلم - سيد القوم خادمهم ﴿

C.

(1) قيل إن عليا رضي الله عنه خطب ذات يوم - فقال
 في خطبته عباد الله - الهوت ! الهوت ! وليس منه فوت -
 إن أقوتم أخذكم و إن فررتم عنه ادرركم *

(2) حكاية عن بعض الادباء - قال - حضر رسول ملك
 الروم عند المتقوكل - فاجتهدت به - فقال - لها آحضر الشراب -
 مالكم معاشر المسلمين ! قد حرم عليكم في كتابكم الخبر و
 لحم الخنزير *

(3) قيل لها هرب موسى بن عروان عليه السلام من
 فرعون - وبلغ أرض مدين أخذته الهبي - وقد أصابه المجموع
 بعد ذاك فشكى الي ربها - فقال يا رب أنا الغريب و إذا
 الهبي - و إذا الفقير - فقال الله تعالى - أما تعرف من
 الغريب ومن الغريب ومن الفقير - قال - لا - قال الغريب
 الذي ليس له مثلي حبيب - و الغريب الذي ليس له
 مثلي طبيب - و الفقير الذي ليس له مثلي وكيل *

THIRD PAPER.

Translation from English into Arabic.

1. Translate the following into Arabic with vowel marks very carefully set :—

- (1) God is very great. We worship Him. He created us. He gave us eyes to see; and gave us ears to hear.
- (2) I travelled from *Basrah* to *Kufah*.
- (3) He slept the whole night.
- (4) God will pardon your sins.
- (5) Wash your hands and your faces.
- (6) I did not see him since Friday.
- (7) By God, I will never drink wine.
- (8) By God, I will certainly beat Zaid.
- (9) Neither Zaid is in the house nor Umar.
- (10) Certainly Bakar is standing.
- (11) Mahmud is absent but Mohammad is present.
- (12) Our king is just.
- (13) The tribe came to me, except Zaid.
- (14) You will certainly not see me.
- (15) If you beat, I will beat.
- (16) The poor man became rich.
- (17) I found Ahmad in the market-place.
- (18) Hamid came in my house.
- (19) He reads Arabic language in the school.
- (20) Time of examination is near.
- (21) I do not worship whom you worship.
- (22) We worship *Allah*.
- (23) Is there any man in thy house?
- (24) Joseph (يُوسف) came to me.
- (25) Noah (نوح) called his Lord.
- (26) Abraham (إِبْرَاهِيم) was father of Ismaeel (إِسْمَاعِيل).
- (27) They go to Mecca for pilgrimage.
- (28) All praise is due to God, the Lord of the whole world.
- (29) A ruler without justice is like a river without water.
- (30) She gave her one thousand *dinars*.
- (31) Saifuddoulah (سيف الله) died in *Halab* in the month of *Safar*. He was brave, generous, and a poet.

PERSIAN WITH ARABIC.
SECOND PAPER.

Text-book and Grammar.

1. Translate the following into English:—

(1) ساله از باجع داشامیا اذم سفر بود و راه از حرامیان پر خطر - جوانه بیدارقه همراه ماشد سر باز چرخ انداده سلیشور بیش زور که ده مسون تو ادا کهان او را زده نکردند و زور آوران روی زمین پشت او را بر زمین زیاورد ندانسته اما چنانکه دانی متنه بود و سایه پرورد نه جهاندیده و سفر کوته رعد کوس دلاوران بگوشش فرسیده و برق شوشیور سواران ندیده *

(2) کبوتر را گفتند - چون است که از دو بچه بیش غذای دو بچه بیش نتوان داد و از ذیم مزبله در روزه هزار چوزه در روزی توان کشاد *

(3) و میفرماید خورده بین بزرگ زیان است مردمان بی ماشه را فرد نه شهروید - اگر خواهی که بیرونیج توانگر باشی پسند کار باش - هم او فرماید مرگ بهتر از زیان بنه همسران خویش - و بگرسنگی مردن به که بنا فرومآمدگان سیو شدن - هر اندیشه که بتلو رسید بر سبست پیهمان استوار میباش و بر استواران سستی مفهای *

(4) و او تهاجمات بخوبیشان واقربای سردار خوار سپرده - مستغیهان بجهائت داروغه مذکور بجهالت آن فرزند بار فیهی یابند و جمعه مال مردم خوار او باش و فیق دامادش شده خلق الله را ایدا میدهند همراهیم که دو

وقت جزاے اعہم چه جواب خواهید داد - حق سبھاۓ و
تعالیٰ عادل است - اگر ظالم را کار فرما کنیم ہر عذابے
کہ از ظالم ماسور ما بوسما آید عدل است و بان سزاواریم *

2. Give the different meanings of **برآمدن** and **and**
make short sentences in Persian illustrating them.

3. Write some Persian endings denoting likeness, and
give an example of each.

4. Translate the following into English :—

(1) **ل مخمور دنیا و ز دین مسجود**
خدا بینی از خویشتن بپس مسجود
گستاخ چاہ باید مکن چون خسان
بے چشم حقارت نگه در کسان
گهان کے برد مردم هوشمند
کہ در سر گرانی است قدر بلند
از پس فامور تر معلی مسجود
کہ خوانند خلقت پسندیده خو
فسر چون توئی بو تو کبر آورد
بزرگش فہ بینی بچشم خرد
قو فیز از تکبر کنی همچنان
فیاؤسی کہ پیشتم تکبر کنان

(2) **روزے کہ جزاے ہو صفت خواهد بود**
قدر تو بقدر معرفت خواهد بود
در حسن صفت گوش کہ در روز جزا
حشر تو بصورت صفت خواهد بود

5. Explain the following in Persian :—

**ل آتش وادی ایون فہ منم خرم و پس
موسی اینجا باید قبسمے می آید**

کس ندانست که من زاگه مقصود کجا است
اینقدر هست که بازگ جرسی می آید

6. Analyse the last couplet according to Persian Grammar.

7. Give rules for forming Imperative Mood, 2nd Person, Active Voice, in Arabic. Illustrate your answer with examples.

8. Name half a dozen Arabic (اعمال ذاتی) verbs of incomplete predication), and write short sentences with vowel points illustrating the use of each.

SECOND PAPER.

Translation from Persian into English

1. Translate the following passages into English :—

(a) هرمز را گفتند از وزیران پدر چه خطای دیدی که بند فرمودی؟ گفت گناهی معلوم نکردم و لیکن بیوقایی دانستم که مهابت من در دل ایشان بیکرا نداشت و بر عهد من اعتقاد کلی ندارند ترسم که از بیم گزند خویش آهندگ هلاک من گفته پس قول حکما را کار بستم که گفته اند *

* قطعه *

از آن کز تو ترسد بتروس اے حکیم
و گر با چنوصه برآید بجذگ
از آن ماو بر پسے راعی زند
که ترسد سوش را بکوبد بسنگ
نه بینی که چون گربه عاجز شود
برآرد بچنانگال چشم پستانگ

(b) پارسا زاده را فتحت بیکران از ترکه عهان بدست افتاد فسق و فجور آغاز کرد و سبقاری پیشنه گرفت فی الجمله نهاند از سائر معاشری منکریکه ذکر و مسکریکه

فیخورد - بارے به نصیحتهش گفتم اے فرزند دخل آب
روانست و خرج آسیای کردان - یعنی خرج فراوان کردن
مسلم کسی را باشد که دخل معین دارد *
* قطعه *

چو دخلت فیست خرج آهسته ترکن
که می گویند ملاحان سروه
پکوهستان اگر بسرا فه بساره
بسالیه دجله گرد خشک رویه

پسر از اذت ذای و فوش ایں سخن در گوش فیاورد
و بر قول من اعتراف کرد و گفت راحت عاجل را به
تشویش محنت اجل من شخص کردن خلاف را خردمندان
است فکیف مرا که صدر مروت نشسته ام و عقد فتوت
پسته و ذکر انعام در افواه عوام افتاده *
* مشنونی *

هو که علم شد بسخاون گرم
بنده نشاید که فهمه بر درم
نام فکوئی چوبرون شد پکوئے
در نتوانی که بینه دی بروے

(c) حکمت - جوهر اگر در خلاب افتاد همان ذغیش
است و غبار اگر بر فلک روی همان خسیش - استعداد
بی تربیت دریغ است و تربیت فامستعد ضایع - خاکستر
فسیتی عالی دارد که آتش جوهر علویست و لیکن چون
بنفس خود هنرے ندارد خاک برابر است - و قیمت شکر
نه ازی است که آن خود خاصیت وے است *

* مشنونی *
چو کنعان را طبیعت بی هنر بود
پیغمبرزادگی قدرش نیفزوون

هندو بنهما اگر داری ذه گوهر
گل از خارست و ابراهیم از آزر

2. Translate into English :—

(a) گل تازہ چند دسته
بسر گنبدے از گیاہ بسته
کفتہم چه بون گیاہ ناصیز
تسا در صف گل فشیند او فیز
پیگریست گیاہ و گفت خاموش
صیحت نکند کرم فراموش
گر فیست جمال و رنگ و بویم
آخر نه گیاہ بساغ اویم
من بندھ حضرت کردیم
پروردۂ فعیت قدریم
گر بے هنر و گر هنر مند
اطف سنت امیدم از خداوند
با آنکه بضاعتی ندارم
سروایۂ طاعتی ندارم
او چارۂ کار بندھ داند
چوں هیچ وسیلۂ نهاند
رسم سنت که مالکان تحریر
آزاد کنند بندھ پیسر
اے بار خدائے عالم آرائے
بسر سعدی پیسر خون بینخشانے
سعدی رہ کعبۂ رضا گیسر
اے مسون خدا رہ خدا گیسر
بسند بخت کسے که سر بتا بد
زین دار که در دکر بسیابد

نعورد شیر فیم خوردہ سک (b)
 گر بسختی بھیرد اندر غار
 تن به بیچارگی و گرسنگی
 بنه و دست پیش سفلہ مدار
 گرفیدون شود بفعتم و ملک
 بے هنر را بھیچ کس مشہار
 پرسیان و فسیح برنا اهل
 لاجورد و طلاست بر دیوار

از صحبت دوستے بسرنجم (c)
 کاخ لاق بدم حسن فهاید
 عیبم هنر و کمال بییند
 خارم گل و یاسمن فهاید
 کو دشمن شوخ و چشم بیداک
 تا عیب مرا بمن فهاید

دست بولم زند طبیب ظریف (d)
 چون خوت بییند او فتاہ حریف
 خواجه در بند نقش ایوانست
 حافظ از پار بست ویرانست
 پسیر مردے بذرع می فایید
 پسیر زن صندلش هبی مایید
 چون مخبط شد اعتدال مزاج
 نه عزیمت اثر کند نه علاج

کلم خوشبوے در حمام روزے (e)
 رسید از دست محظوظ بدنستم
 بد و گفتگو که مشکی یا عجیبی
 که از بوے دلاویز تو مستم

بگفتار من گلے فاچیز بودم
و لایکن مدتی بـاگل نشستم
جهان هنـشـیـن درـمـ اثـرـ کـرـد
و گـرفـهـ من هـهـانـ خـاـکـمـ کـهـ هـسـتـمـ

THIRD PAPER.

Translation from English into Persian.

1. Translate the following passages into Persian :—

(a) Once at Carthage there was a slave named Androcles who was so badly treated by his master that he resolved to run away from him. He therefore secretly left his master's house, and hid himself in a forest some miles distant from the city. After wandering about for some time, he came to a large cavern, and, overcome by hunger and fatigue, he lay down in it, and soon fell fast asleep. He was suddenly awakened by the roar of a wild beast, and was so frightened that he ran to the mouth of the cavern, but was met by a great lion, which stood right in his way, and made it impossible for him to escape. The slave expected nothing else than to be at once torn to pieces, but, to his great surprise, the lion came gently towards him without shewing any signs of enmity or rage. It gave forth at the same time a low and mournful sound, as if it were begging his assistance.

(b) By this time the moon began to rise, and cast over the plain her light which was of much assistance to us. The first thing was to examine the ground, and the soil being light and sandy, we had no difficulty in tracking the murderers for some distance. The science of tracking was well understood by our companions, and I have known such adepts in the art, as to be able to follow a track for hundreds of miles. I was once with a party of villagers and police following a number of Thugs, who had murdered five travellers on the preceding night. The ground was hard and covered with grass, and beyond the marks of a struggle here and there, I could see nothing. But the trackers with me told me the number of men, women, children and ponies of which

the party consisted, and the description turned out right in every particular.

(c) On the 19th of June 1819, the western part of India was visited by an earthquake, which spread desolation and panic over a vast extent of country. It was felt from Bombay to Ceylon ; but the centre of the shock seems to have been in the province of Cutch, which suffered severely. The first and greatest shock took place on the 16th June, a few minutes before 7 P.M. The wretched inhabitants of Bhoj were seen flying in all directions to escape from their falling habitations. A very dreadful noise, the violent undulatory motion of the ground, the fall of the buildings, and the terror which appeared in every countenance, produced a sensation fearful beyond description. The shock lasted from two to three minutes, and in which short period the city of Bhoj was almost levelled to the ground.

SANSKRIT.—FIRST PAPER.

Text-book and Grammar.

1. Translate into English :—

कस्मिंश्चिज्जलाशयेऽनागतविधाता प्रत्युत्पन्नमतिर्यद्विष्य-
श्वेति त्रयो मत्स्याः प्रतिवसन्ति सम् । अथ कदाचितं जला-
शयं दृष्ट्वा गच्छद्विर्भृत्यजीविभिरुक्तम् । अहो अहुमत्स्योऽयं
हृदः कदाचिदपि नास्माभिरन्वेषितः । तदद्य तावदाहारनि-
कृत्तिः संजाता संध्यासनयश्च संजातः । ततः प्रभातेऽत्रागन्त-
व्यमिति निश्चयः । अथ तेबां तत् कुलिशोपसं वृच्छः समाकरण्या
ऽनागतविधाता तौ मत्स्यावृच्छे । अहो श्रुतं भवद्भ्यां यन्मत्स्य-
जीविभिरभिहितम् । तद्रात्रावपि गम्यतां किञ्चिन्निकटं सरः ॥

- (a) State the धातु and प्रत्यय in अभिहित and प्रत्युत्पन्न.
- (b) Conjugate the roots of प्रतिवसन्ति and संजातः in the preterite (लुड्).
- (c) Decline त्रि and आगच्छत् in all cases and genders.

2. Write out in prose order :—

शत्रुमुन्मूलयेत् प्राज्ञस्तीद्यां तीद्योन शत्रुणा ।
 व्यथाकरं सुखार्थाय करटकेनेव करटकम् ॥
 योऽमित्रं कुरुते मित्रं वीर्याभ्यधिकमात्मनः ।
 स करोति न सन्देहः स्वयं हि विषभक्षणम् ॥
 न स्वल्पस्य कृते भूरि नाशयेन्मतिमात्रः ।
 एतदेवात्र पाणिडित्यं यद्यत्स्वल्पाद् भूरिरक्षणम् ॥

(a) Parse the underlined words.

(b) State the rules of संधि in करटकेनेव, योऽमित्रं, वीर्याभ्यधिकं and नाशयेन्मतिमात्रम्.

(c) Decline भूरि and कृते in the objective case.

3. Write out the purport in English or Hindi :—

(a) अत्यच्छेनाविरुद्धेन सुवृत्तेनातिचास्त्वा ।
 अन्तर्भिन्नेन संप्राप्तं मौक्तिकेनापि वन्धनम् ॥

(b) आरम्भगुर्वीं क्षयिणी क्रमेण
 लघ्वी पुरा दृढिभृतीं च पञ्चात् ॥
दिनस्य पूर्वार्धपरार्धभिन्ना
द्वायेव मैत्रीं खलसज्जनानाम् ॥

(a) Re-write the extract (a) changing the passive into the active construction.

(b) Parse the underlined words.

4. मनमा चिन्तितं कार्यं वचसा न प्रकाशयेत् ।
 अन्यलक्षितकार्यस्य यतः सिद्धिने जायते ॥
सेवितव्यो महावृक्षः फलच्छायासमन्वितः
यदि दैवात् फलं नास्ति द्वाया केन निवार्यते ॥

(a) Translate the above into English or Hindi.

(b) Exound and name the Sámasas in the underlined words.

(c) Conjugate the roots सेव् and अस् in the preterite लिट्.

5. तां तु राजा दशरथो महाराष्ट्रविवर्धनः ।
पुरीमावासयामास दिवि देवपतिर्यथा ॥

(a) Write out the above extract in prose order.

(b) Decline चो and राज् in all cases.

SECOND PAPER.

Translation from Sanskrit into English.

Translate the following extracts into English :—

(a) न नरस्य नरो दासो दासस्त्वर्थस्य भूपते ।
गौरवं लाघवं वापि धनाधननिवन्धनस् ॥ १ ॥
यो यत्र क्षम्भलः कार्ये तं तत्र विनयोजयेत् ।
कर्मस्त्वदूष्टकर्मा यः शाश्वत्त्वोऽपि विमुच्यति ॥ २ ॥
यत्र विद्वज्जन्मो नास्ति प्रलाद्यस्त्रभ्रातृपधीरपि ।
निरस्तपादपे देशे एरण्डोऽपि दुसायते ॥ ३ ॥
शङ्काभिः सर्वमाक्रान्तमन्तं पानं च भतले ।
प्रवृत्तिः कुत्र कर्तव्या जीवितव्यं कथं तु वा ॥ ४ ॥
स्तोकेनोन्नतिनायाति स्तोकेनायात्यधीगतिस् ।
अहो सुसदूशी वृत्तिस्तुलाकोटे खलस्य च ॥ ५ ॥
को धर्मो भूतदया, किं सौख्यमरोगिता जगति जन्मतोः ।
कः स्नेहः सद्भावः, किं पाणिष्ठत्यं परिच्छेदः ॥ ६ ॥

(b) पितुराज्ञया रामो वनं जगामेति निजजनन्याः कैकेया
मुखादुपश्रुत्य भरतो महता दुःखेनाभिभूतो भ्रातरं द्रष्टु वना-
भिमुखं चचाल । कालेन प्राप च भरद्वाजमुनेरात्रसपदम् । ततो
मुनिवरेण दर्शितमार्गोऽचिरादेव चिन्नकूटपर्वतं ययौ । सअ-

महतों पर्णशालामधिवसन्तं ससीतं सहलद्वयां रामं दृष्टा
 दुःखमोहपरिष्टुतो भरतोऽतित्वरया तमवाप्य प्रस्त्रिक्षमुखो
 नेत्राभ्यासश्रुजलं वर्षन् वहु विलगन् तस्य पादयोः पपात ।
 अनन्तरं शुच्योऽपि रुदन् श्रीरामचरणौ ववन्दे । रामोऽप्यु-
 भावपि भ्रातरौ दीनावस्थां गतौ समालिङ्गय लोचनाभ्याम-
 श्रूणि मुमोच । अथ लव्यसंज्ञं भरतमङ्गमारोप्य सादरं पर्य-
 पृच्छत तात, कस्मात त्वमरणमागतोऽसि । अपि कुशली तव
 पिता । जीवतस्तस्य तव वनागमनं न सम्भवति । इति भ्रातु-
 र्वचनं श्रुत्वा भृशदुःखितो भरतः प्रत्युवाच आर्य, त्वद्विरहात
 तातो लोकान्तरं गतः । राज्यं च सम्प्रति श्रराजकम् । अतस्त्वां
 सप्रश्रयं ग्रार्थयेऽयोध्यां प्रतिनिवृत्य तद्राज्यस्वीकारेणानुगृहा-
 णास्मान् पौरजानपदांश्वेति ॥

THIRD PAPER.

Translation from English into Sanskrit.

A.

Translate into Sanskrit :—

- (1) The trees which we planted in our garden, bear fruit in autumn.
- (2) Of quadrupeds, the elephant is the largest, and the mouse is the smallest.
- (3) The business being accomplished, we started for home.
- (4) He was unable to restrain his passions.
- (5) A good man has no fear of death.
- (6) Virtuous conduct leads to prosperity.
- (7) I will give that kingdom to my faithful minister.
- (8) He bought a horse for a thousand rupees.
- (9) The mother leads her child home.
- (10) The king reigned for fifty years.

B.

One day the fox came, and, having approached and made obeisance, said, " Hail, O king of the beast ! how is the health

of your majesty?" The lion answered, "O my friend, I am very feeble, and all my teeth have fallen out and my appetite is quite gone: please to enter my poor dwelling that I may listen to your conversation." The fox said, "In the first place answer me one question. I see here the footmarks of a great many animals that have entered your dwellings; how is it that there is no trace of any one that has returned."

SCIENCE.—FIRST PAPER.

Physics.

1. What is the standard of length on the metric system? Name its multiple and submultiple divisions, and state the principle on which the system is based. What are its advantages? Compare the volumes of two cubes, the area of each face of one of which is thrice that of the other.
2. Distinguish between the mass and the weight of a body. Describe an experiment to illustrate that the weight of a body may be made to appear greater than it actually is, the mass remaining unaltered.
3. Describe the principle of the Lever, and show how it has been utilized in the construction of a balance. Explain why by means of a crowbar and a block of wood a workman is able to move a heavy log.
4. A body placed in one scalepan of a false balance appears to weigh 10 lbs.; when placed in the other it weighs 12·1 lbs. If the longer arm of the balance be 11 inches in length, find the length of the shorter arm, and the true weight of the body.
5. Distinguish between absolute and relative density, and prove that the former depends on the units of length and mass, while the latter does not. Show also that on the metric system, the two densities are expressed by the same number.
6. Describe, with sketches of the appliances used, any two methods of measuring the density of any liquid relative to water.
7. Describe the construction and use of a barometer. How does the length of the column of mercury in a barometer

change with the altitude above the sea-level ? Give reasons for your answer.

8. What are the fix points of a thermometer ? Describe carefully how they are determined.

9. How would you convert a Fahrenheit into a Centigrade temperature ?

Find graphically or otherwise the temperature at which the Fahrenheit and the Centigrade thermometers give the same reading.

SECOND PAPER.

Chemistry.

I. Give some of the properties which are possessed by all kinds of matter and explain in your own words what is meant by a property.

II. What is meant by the Imperial Standard Yard ? Compare its length with that of a metre.

Express 6 inches, 1.25 feet, and 2.6 yards, both in metres, and in millimetres.

III. Define mass and weight of a material body, carefully distinguishing between the terms. Describe with a sketch an instrument for determining the mass of a material body and explain how it is used.

IV. Multiply 10.4 square centimetres by 15.5 decimetres and state the result both in cubic centimetres and in litres. If the volume in question were filled with water at 4°c, what would the weight of the water be ?

Express 55°F. in degrees centigrade and 15°c in degrees Fahrenheit.

V. Describe fully how you would determine the density of mercury. A test tube weighted with sand is placed in a graduated jar, and displaces 26 c.c. of water, 32 c.c. of alcohol, 21 c.c. of glycerine, and 14 c.c. of sulphuric acid. Find the specific gravities of the three given liquids.

VI. Give a list of as many things as you can which will dissolve in spirits of wine and carbon disulphide but not in water. What do you mean by a saturated solution? How would you prepare a saturated solution at a given temperature? What is generally the effect of cooling a saturated solution?

A white powder is shaken up with water. How would you ascertain whether any of it dissolves?

VII. What is a crystal? How would you show that crystals of soda contain water? What is the water called? What is the use of this water?

Powdered glass and salt are stirred up in a bottle containing water in which some gas is dissolved. What methods would you use to recover the glass, salt and gas from the water?

VIII. Define the terms Efflorescent, Deliquescent, and Decrepitation. Explain how you would make some crystals of sulphur.

State several actions you have been shown in which matter apparently disappears, and explain what reason you have for supposing that what has disappeared is still in existence, although no longer visible.

IX. What amount of white residue can be got by dissolving 10 grammes of Calcium Carbonate in Hydrochloric Acid and evaporating the Solution obtained? What is the name of the residue?

URDU.—FIRST PAPER.

I. Give the meaning of the following:—

مورد آلام — پروان چڑھنا — شب شک ریز — سنگ
غم فرقہ — انداز گل افشاری گفتار — انشاء اردو کا
دستور العہل — سنگ لاخ زمینیں — چرخ سفلہ فواز —
قوت کھربادی — هوئی توکی تھام خافون کی *

2. Explain the allusions contained in the following verses :—

(a) بیتیوں کی طرح چاہتے تھیں بیتیوں اکو اب
جو لوگ روا رکھتے تھے خوفزی دختر
معلوم ہے جو سورون پہ اسپیں میں گذرا (b)
جس وقت از بلا ہوئی وہاں صاحب افسر
سامری فن بھی عدو ہو تو ذہو اوسکا گذر (c)
چوب دربانہیں ہے موسیٰ کے عصا کے عالم
جب ملا رامپندر کو بن بسas (d)
اور نکلا وطن سے ہو کے اُداس
گذرے غربت میں اسقدر مہ و سال
پر نہ بیولا اجدھیا کا خیال

2. Explain the following passages fully, connecting each passage with its context* and paying special attention to underlined words and expressions :—

(a) اس باغ کے دیکھنے سے بہشت برباد کیا ہے آنکھوں کے سامنے پھر جاتا ہے - ہر درخت اسکا رشک قامت یار اور ہو گل اسکا غیرت گل رخسار - اس کی سہن کے آگئے بنا گوش یار خجل اور اوسکے بندغی کے سامنے زلف خوبیان منفعل - روش میں فہر ہی کا پانی آتا ہے اور گلہاے مطرا اور درختان دلکش کی تازگی کا باعث ہوتا ہے *

گلزار کو دیکھکر لعل انگاروں پر لوقتنا ہے - سبزے (b) کے رشک سے زمرہ زہر کھاتا ہے *

(c) غرض ہر چند کہ تخلص اذکا میوں تھا مگر گنجینہ سخن کی بازی میں آفتاب ہو کر چکے - قدر افی نے اذکے کلام کو جواہر اور موئیوں کی ذگاہوں سے دیکھا اور نام کو پھولوں کی مرک بذکر آرایا ہندوستان میں پہنچا دیا

انہیں کو نصیر بھوئی کہ مسافر غزاوں کو تھفہ کے طور پر
شہر سے شہر میں لیجاتے تھے *

وہ آفتاب تھا جو چھٹتا جہاں پر (d)
بیتھا تھا سکھ جسکا فرمیں و آسمان پر
کھولنے ہوئے شفق کا فشاں رُزق برق سے
روکھ کرنے کا قاج فکلتا تھا شوق سے
اسکے عمل کو تورنا قیرا ہی کام ہے
سکھ ہے اب ستاروں کا اور قیرا فام ہے
محنت ڈھوندھا اسکا تورا راحت ہے پہل ترا
چاندی تھا اسکا حکم تو سونا عمل ترا

فہ چھپتے اے ذکر باد بھاری راہ اگ اپنی (e)
تبھے اتنے کھیلیاں سوجھی ہے ہم بیزار بیتھے ہیں
بسان نقش پائے رہوان کوئے تھنا میں
فہیں اٹھنے کی طاقت کیا کریں لاچار بیتھے ہیں
یہہ اپنی چال ہے افتادگی سے اب کہ پھروں تک
نظر آیا جہاں پر سایہ دیوار بیتھے ہیں
کیا بود و باش پوچھو ہو پورب کے ساکنوں (f)

ہمکو غریب جان کے ہنس ہنس پکار کے
دای جو ایک شہر تھا عالم میں انتخاب
رہتے تھے منتخب ہی جہاں روزگار کے
اسکو فلمک نے لوت کے ویران کر دیا
ہم رہتے والے ہیں اُسی وجہے دیوار کے

Who were the authors of extracts (e) and (f) and on what occasions were the poems referred to composed?

* By "context" is meant a brief expression of such parts of the text preceding and succeeding the passage set as are useful to an adequate understanding of it.

4. Define and illustrate:—

مشار الیہ - مذکور حقیقی - فعل مجهول
مرکب امتزاجی - قابع مجهول

5. Give the genders of the following nouns:—

سیر - دھی - پلٹگ - قلم - بلبل

SECOND PAPER.

1. Translate into Urdu:—

Shylock, the Jew, lived at Venice: he was an usurer, who had amassed an immense fortune by lending money at great interest to Christian merchants. Shylock, being a hard-hearted man, exacted the payment of the money he lent with such severity, that he was much disliked by all good men, and particularly by Antonio, a young merchant of Venice; and Shylock as much hated Antonio, because he used to lend money to people in distress, and would never take any interest for the money he lent; therefore there was great enmity between this covetous Jew and the generous merchant Antonio. Whenever Antonio met Shylock on Rialto (or Exchange), he used to reproach him with his usuries and hard dealings, which the Jew would bear with seeming patience, while he secretly meditated revenge.

2. Write out in simpler Urdu the following passage, changing the underlined parts:—

آزاد ہندی فہاد کے بزرگ فارسی کو اپنی تیخ زبان کا

جوہر جانتے تھے پر مگر تھویناً سو بوس سے کل خافدان کی زبان اردو ہے - بزرگوں سے لیکر آجتنک زبانوں کی تحقیقات میں کمال سرگرمی اور جستجو رہی - اب چند سال سے معلوم ہوتا ہے اس ملک کی زبان ترقی کے قدم برابر آگئے بڑھا رہی ہے یہاں تک کہ عالمی زبانوں کے عمل میں دخل پیدا کر لیا اور عنقریب بارگاہ علم میں کسی درجہ خاص

کی کرسی پر جلوس کیا چاہتی ہے ایک دن اسی خیال میں تھا اور دیکھ رہا تھا کہ کس طرح قدم بقدم آکے بڑھی - کس طرح ہبھ بھبھ اس درجہ تک پہنچی - تھجھب ہوا کہ ایک بچھ شاہ جہانی بازار میں پھردا ملے - شعر اُسے اُتها لیں اور ملک سخن میں پالکو پروش کریں انجام کو یہاں تک ذوبت پہنچی کہ وہی ملک کی تصنیف و تایف پر قابض ہو جائے *

3. Explain the following couplets:-

- (1) دوست غہشواری میں میرے سعی فرمائیدنگئے کیا زخم کے بھرنے تلاک ناخن فہ بڑھ جائیدنگئے کیا
- (2) جان دے دی ہوئی اُسی کی تھی حق تو بھے کہ حق ادا فہ ہوا
- (3) درم و دام اپنے پاس کہاں چیل کے گھونسلے میں ماس کہاں
- (4) لاٹی حیات آئی قضا لے چلی چلتے اپنی خوشی نہ آئے ذہ اپنی خوشی چلتے
- (5) یہہ چپ ذہ لگائے کسی دشمن کو بھی اللہ یہہ چپ فہیں سرجانے کی ہے دل کی فشانی

4. Explain the use of the following idioms:-

- (1) حلوائی کی دوکان اور دادا جی کا فاقہ
- (2) اوپنچی دوکان پھریکا پکوان
- (3) رسی جل گئی مگر بیل فہیں گیا
- (4) اپنی گلی میں کتنا بھی شبیر ہے

5. Write an essay in Urdu, not covering more than two pages of the answer-book, on the following proverb:-

'Early to bed, and early to rise, makes a man healthy, wealthy and wise.'

HINDI.—FIRST PAPER.

1. Render the following into plain prose (Hindi):—

सब बिधि गुरु प्रसन्न जिय जानी। बोलेउ रात रहसि सृदुवानी॥
 नाथ रामु करियहि जुवराजू। कहियकृपाकरिकरिय समाजू॥
 सोहि अछत यहु होइ उछाहू। लहडिं लोग सब लोचनलाहू॥
 प्रभु प्रसाद सिव सबहु निवाही। यह लालसा एक मन माही॥
 पनि न सोच तनु रहउ कि जाऊ। जेहि न होइ पाढे पछिताऊ॥
 सुनि मुनि दसरथ बचन सुहाये। संगल सोद मूल मन भाये॥
 सुनु नृप जासु विसुख पछिताही। जासु भजन बिनु जरनि न जाही॥
 भयउ तुम्हार तनय सोइ स्वामी। रामु पुनीत प्रेम अनुगामी॥

बेगि बिलंबु न करिय नृप, साजिय सबुइ समाज।
 सुदिन सुमंगलु तबहिं जब, रामु होहिं जुवराजु॥

(a) Define *samsa*. Give examples of the different kinds of *samasas*. Pick out the compounds in the preceding extracts and expound them.

(b) Give the originals of these apabhramsa forms जुवराजू, उछाहू, लाहू and पछिताऊ. Parse नाथ, कहिय, सुहाये and भाये.

2. Fully explain the following in Hindi :—

सादर पुनि पुनि पूछति जोही। सबरी गान मृगी जनु सोही॥
 तसि मति फिरी अहई जसिभावी। रहसी चेरि घात जनु फावी॥
 तुम पूछहु मैं कहत डराऊ। धरेउ मौर घर फोरी नाऊ॥
 सजि प्रतीति बहु बिधि गढि छोली। अबधसाद सातीत बोली॥
 प्रिय सियरामु कहा तुम रानी। रामहिं तुम्ह प्रियसो फुरिवानी॥
 रहा प्रथम अब ते दिन बीते। समउ फिरे रिपु होहिं पिरीते॥
 भानु कमल कुल पौष निलारा। बिनु जर जारि करधु सोइ झारा॥
 जर तुम्हारि चह सवति उखारी। रुंधहुं करि उपाउ बरबारी॥

तुम्हहिं न सोचु सोहाग बल निजबस जानहुं रात ।
मन मलीन मुहु भीठ नृपु रावर सरल सुभाऊ ॥

(a) Explain the similes in lines 1 and 2 of the preceding extracts.

(b) What is साढ़साती ? What effect did it produce on अवध ?

3. Translate the following extracts into English :—

(a) रचि पचि कोटि कुटिलपन कीनहेसि कपट प्रबोधु ।
कहेसि कथा सत सवति कै जेहि बिधि बाढ़ बिरोधु ॥

(b) कदू बिनतहि दीन्ह दुख तुम्हहिं कौसिला देव ।
भरतु बंदिगृह सेइहहिं लघनु राम के नेब ॥

(c) सांझ समय सानंद नृप गयउ कैकई गेह ।
गवनु निठुरता निकट किय जनु धरि देह सनेह ॥

(d) बार बार कह रात सुमुखि सुलोचनि पिकबचनि ।
कारन भोहि सुनाउ गजगामिनि निज कोप कर ॥

(e) मांगु मांगु पै कहहु पिय कबहुं न देहु न लेहु ।
देन कहेहु बरदान दुङ्क तेर पावत संदेहु ॥

(1) Explain the allusions in extracts (a) and (b).

(2) 'बरदान दुङ्क'—Name these.

4. Explain :—

सोचनीय नहिं कोसलराऊ । भुवनचारिदस प्रगट प्रभाऊ ॥

(a) Give the names of 'भुवनचारिदस'.

(b) Mention those who have been enumerated by Tulsidas as "शोचनीय" and quote his lines if you can ?

5. Give the original forms and synonyms of the following words :—

सरिस, आयसु, स्तुतिपंथ, दोष, बांझा, सरमु, बरबसम,
भुआल, अभियरहित, धीरज, छोन, स्त्रवन.

SECOND PAPER.

1. Describe the character of Chanakya in Hindi and enumerate the causes which led him to play the part he is assigned in the *Mudrārākshasa*.

2. Explain fully the following extracts in Hindi :—

(a) काल सर्पिणी नन्दकुल, क्रीध धूम सी जीन ।
अबहू बांधन देत नहिं, श्रहो शिखा सम कौन ॥

(b) जदपि हात सुन्दर कसल, उलटो तदपि सुभाव ।
जो नित पूरन चन्द सो, करत विरोध बनाव ॥

(c) राज्ञस अपने स्वामी की स्थिर भक्ति से और यहाँ
के बहुत दिन के रहने से यहाँ के लोगों का, सब नन्द के
साधियों का विश्वासपात्र हो रहा है और उसका स्वभाव
सब लोग जान गए हैं और उसमें बुद्धि और पौरुष भी है
वैसे ही उस के सहायक भी हैं और कोषबल भी है । इससे
जो वह यहाँ रहे तो भीतर के सब लोगों को छोड़ कर
उपद्रव करै और जो यहाँ से दूर रहे तो वह ऊपरी जोड़
तोड़ लगावै पर उनके मिटाने में इतनी कठिनाई न हो,
इससे उसकी जाने के समय उपेक्षा कर दी गई ॥

(d) नहिं शख्स को यह काल यासों भीत जीवन जाइ है ।
जो नीति सोचै या समय तो व्यर्थ समय नसाइ है ॥
चुप रहनहू नहिं जोग जब समहित विपत्तिघन्दनपरघी
तासों बचावन प्रियहिं अब हम देह निज विक्रय करचौ

3. सरद विपल ऋतु सोहर्ड, निरमल नील अकास ।
निसानाथ परन उदित, सोलह कला प्रकास ॥
चारु चमेली बन रही, मँह मँह मँहक सुबास ।
नदी तोर फूले लखी, सेत सेत बहु कास ॥

कमल कमोदनि सरन में, फूले सीभा देत ।
 भौंर बृन्द जापै लखौ, गूंजि गूंजि रम लेत ॥
 बसन चांदनी चन्द मुख, उडुगन सोती माल ।
 कास फूल मधु हास यह, सरद किधौं नव बाल ॥

- (a) Translate the above extract into English.
- (b) What do you understand by the सोलह कला of निसानाथ?
- (c) What is the force of the words सेत सेत in line 4 of the above extract?
- (d) Clear the figure in the last two lines of the above extract and write the same in simple prose.

4. (i) दूजे के हित प्राण दै, करै धर्म प्रतिपाल ।
 को ऐसी शिव के बिना, दूजो है यह काल ॥
- (ii) जदपि उदित कुमुदिन सहित, पाइ चांदनी चन्द ।
 तदपि न तुम बिन लसत है, नृपससि जगदानन्द ॥

- (a) Explain the allusions contained in the above verses.
- (b) Give the context of verse (ii).

5. Give the prose order of the following verses :—
- निज प्रभु सों करि नेह जे, भृत्य समर्पत देह ।
 तिन सों अपुने सुत सरिस, सदा निबाहत नेह ॥
 ते गुण ग्राहक नृप सबै, जिन मारै छन माहिं ।
 ताही बिधि को देस यह, औरन लो कदु नाहिं ॥
 उतै भँवर को शब्द इत, भँयर करत गुंजार ।
 निज सम तेहि लखि नासि है, दंतन तोरि कछार ॥

6. Give the meanings of the following words and expound the *samasas* of the first three of them :—

कौमुदी-महोत्सव, शुभाकांक्षी, शिष्टाचार, अन्तरंगी-
 संनी निराकरण ।

7. Translate the following extract into simple Hindi :—

After this interview with the king, Ratipal hastened to see Raumalla, and there, as if to oblige and save from utter destruction an old comrade and associate, informed him that, for some unknown reason, the king's mind was greatly prejudiced against him, and he advised him to go over to the enemy on the first alarm ; for he said Hammir had resolved to make him a prisoner that very night. He also told him the hour at which he might expect to be visited by the king for this purpose. Having done this, Ratipal quietly waited to see the issue of the mischief he had so industriously sown.

AGRICULTURE.

1. Explain the principle on which it has been recommended that a cereal crop should be grown after a leguminous crop.

2. Describe a method of preserving cattle dung for manure.

3. Assuming that farmyard manure is not available what other manures will you apply to :

(a) A sandy soil for growing barley ?

(b) A heavy clay for growing peas ?

Give your reasons.

4. What is meant by "industrial crops" ? Name one of such crops and give a brief account of its cultivation and the harvest.

5. What are the salient points of a bull fit for breeding purposes.

6. Describe the treatment of a cow for a fortnight after calving.

7. Name and describe the constituents of milk ; and state briefly the method of making butter from it, explaining the changes which take place in the process of manufacture.

8. What are the objects of :—

(1) Clod-crushing ;

- (2) Harrowing;
 (3) Irrigation?
-

DRAWING.

1. Construct the following angles by set squares :— 75° , 105° , 120° , 150° , and 255° , and bisect any one of these by a set square.
 2. Construct a diagonal scale of a yard to an inch to read yards, feet and inches; and mark on it 4 yards, 2 feet and 9 inches.
 3. The perimeter of a triangle is 12 inches and two of its angles are 60° and 30° ; construct it and find its area.
 4. The distance between the centres of two circles having 2 inches and 1 inch radius respectively is 4 inches; draw a common exterior as well as an interior tangent to the circles.
 5. Describe the methods of constructing a square having (1) twice the area of a given square; (2) half the area of a given square; and (3) equal to three given squares.
-

DRAWING.

Draw a freehand sketch of the models on the table in front of you.

Show the nearest edge of the table.

The sketch must be not less than six inches high, and all lines must be drawn, not ruled.

GEOGRAPHY.

Answers to Parts I and II to be written in separate answer books marked I and II respectively.

I.

1. Define the terms Latitude and Longitude and state how each is measured. Show that in order to give the position of a place we must state its latitude and longitude.

2. Explain clearly how eclipses of the sun and moon are caused. Illustrate your remarks by means of a diagram or diagrams.

3. What are volcanoes, and how are they formed? Give reasons for supposing that earthquakes and volcanoes are of similar origin.

4. Draw a map of Africa, carefully bringing out those features of its physical aspect which have rendered Africa the most isolated and inaccessible of all the continents.

5. What and where are the following? Mention any circumstance of interest connected with each that may be known to you :—Dardanelles, Tunis, Spitzbergen, Quebec, Stromboli, Sarawak, the Levant, Uganda, La Rochelle, and Sebastopol.

II.

6. What do you understand by the Relief of a country? Into what regions may India be divided in point of relief?

7. What particulars must be known before we can find out the climate of any place in India? Illustrate your answer by reference to any one of the principal towns of India.

8. Account for the variety in the distribution of rainfall in India. Give a full account of the monsoons.

9. Write out a list of the principal products of India, excluding food-stuffs, and name the places where each is chiefly grown.

10. What and where are the following :—Yanaon, the Pennan Jaisalmir, Pudakota, the Karakonams, the Bhor Ghat, Chandbali, Dharmasala, the Northern Circars, and Hazaribagh?

MATRICULATION EXAMINATION, 1909.

ENGLISH.—FIRST PAPER.

Prose.

[Note carefully the different sections A, B, C, and write your answers in the proper books provided for them.]

Section A.

1. Either (a) If good men are playing, the quickness of the returns is marvellous; you hear the rattle like that

a boy makes drawing his stick along *pdlings*, only *heavier*, and the closeness of the *men in action* to one another, gives it a *strange* interest and makes a *spell* at back-swording a very noble sight.

Explain the portions in italics.

What is back-swording?

Parse—marvellous, like, along, sight.

Or (b) His *personal character* and influence had not had time to make itself felt, except by a very few of the bigger boys with whom he came more directly into contact; and he was looked upon with great fear and dislike by the great majority even of *his own house*, for he had found the school and school-house in a state of monstrous *license and misrule*, and was still employed in the necessary but *unpopular work* of setting up order with a strong hand.

Explain the portions in italics.

To whom does this passage refer? Describe briefly his personal character.

Parse—had had, felt, work.

2. It was a fine November morning, and the *close* soon became *alive with boys* of all ages, who sauntered about on the grass, or walked round the *gravel walk*, in parties of two or three. East, still *doing the cicerone*, pointed out all the remarkable characters to Tom as they passed.

Explain the portions in italics.

Mention two of the ‘characters’ and state why they were ‘remarkable.’

Section B.

3. So they reconnoitred the walls carefully, borrowed a coal-hammer from old Stumps, bought some big nails, and after one or two attempts, scaled the school, and possessed themselves of huge quantities of fives-balls. The place pleased them so much that they spent all their spare time there, scratching and cutting their names on the top of every tower, and at last, having exhausted all other places, finished up with inscribing H. East, T. Brown, on

the minute-hand of the great clock, in the doing of which they held the minute-hand, and disturbed the clock's economy.

Explain the portions in italics.

How were East and Tom discovered, and how were they punished?

Parse—doing.

4. *Keep the latter before you* as your *one object*, and you will be right whether you *make a living* or not; but if you *dwell on the other*, you'll very likely *drop into mere money-making*, and *let the world take care of itself for good or evil*. Don't be in a hurry about finding your work in the world for yourself—you are not old enough to judge for yourself yet—but just *look about you in the place you find yourself in* and try to make things a little better and honester there.

Explain the portions in italics.

Convert the first sentence 'Keep evil' into the indirect form of narration.

Section C.

5. We need throughout the march of life every detail of preparation that is brought within our reach during our school and training days. He who fails to use his opportunities to make ready in every possible way for the calling he is to pursue is preparing mortification for himself in the days when in the stress of life's duty he finds himself wanting. A lesson missed in boyhood is a chance for disaster in after years. A whole curriculum missed is preparation for a career of inefficiency and dishonour. It is fatal to chuckle over getting through examinations without proper preparation. The man who does the chuckling is to be pitied, not congratulated. A true education can be got only by paying the full price. That which is worth striving for can be got only by patient and persistent application.

Explain the portions in italics.

Analyse the second sentence ; i, e., 'He who fails wanting.

6. Railway can go, *thanks to the skill* of the modern engineer, into *any corner of the earth* where there is *traffic* sufficient *to make them pay*. Hence their creation opened out numerous corners of Great Britain which *physical difficulties* had hitherto kept in *seclusion and poverty*. Wherever coal and iron existed, they could now be utilized. Wherever manufactures are produced, they can easily be conveyed to the *centres of home consumption* or to the seaports which send them to foreign lands. Not the least *important side of railway extension* was that it made possible the easy *transfer of labour* from place to place.

Explain the portions in *italics*.

Give in your own words a brief account (not more than fifteen lines) of the part played by railways in developing the resources of India.

ENGLISH.—SECOND PAPER.

Poetry.

[*Note carefully the different sections D, E, F, and write your answers in the proper books provided for them.*]

Section D.

1. Explain clearly in your own words the meaning of the following extracts : refer briefly to the context of each, and parse the italicized words.

(a) Colder and louder blew the wind,
A gale from the north-east ;
The snow fell hissing in the brine
And the billows *frothed* like yeast.

(b) Fear no more the frown of the great,
Thou art past the tyrant's stroke ;
Care no more to clothe and eat
To thee the reed is *as the oak*.

(c) The sceptre, learning, physic, must
All follow this, and come to dust.
Our outward life requires them not :
Then wherefore had they birth ?

*To minister delight to man,
To beautify the earth.*

- (d) The deep affections of the breast
That Heaven to living things imparts
Are not exclusively *possessed*
By human hearts.

Section E.

2. Give the plain meaning of the following passages ; and explain the grammatical construction of the parts italicized, and supply any words omitted or understood :—

- (a) And parted thus they rest, who played
Beneath the same green tree ;
Whose voices mingled as they prayed
Around one parent knee.
They that with smiles lit up the hall,
And cheered with song the hearth—
Alas for love, if thou were all,
And naught beyond, O earth !
- (b) Full fathom five thy father lies :
Of his bones are coral made :
These are pearls that were his eyes :
Nothing of him that doth fade,
But doth suffer a sea change
Into something new and strange.

3. Analyse in tabular form :

Try as I like to find the way,
I never can get back by day,
Nor can remember plain and clear
The curious music that I hear.

4. Give the substance of the poem *Abou Ben Adhem and the Angel.*

Section F.

5. Considerable as are the disadvantages which persons have to contend with who begin their acquaintance with books, only late in life, it ought not to be forgotten, on the other hand, that *all the chances of the race are not against them*. The thought of the time they have lost and are anxious to redeem is itself a *stimulus* that will make up for many disadvantages. Then, although they have not yet learned much from books, they have

nevertheless learned of necessity a great deal from *other sources*; and *they come to their studies*, too, with faculties which, if not quite so pliant as those of childhood, have much more vigour and comprehension.

(a) Give, in your own words, the substance of the above passage; and explain the portions in italics.

(b) Analyse the concluding sentence:—‘Then, although . . . comprehension.’

(c) Explain the grammatical construction of ‘considerable as are the disadvantages’: ‘is itself a stimulus’: ‘if not quite so pliant as those of childhood.’ And parse the words *only*, *itself*, *of necessity*.

THIRD PAPER.

English Essay.

Write an essay on either of the following subjects:—

(1) Union is strength.

(2) ‘Errors, like straws, upon the surface flow,
He who would search for pearls, must dive below.

THIRD PAPER.

URDU.

(N.B.—Write the answers to the different sections in separate answer books.)

G.

Translate into English:—

انگریز مسافروں نے کشہیور کے پہاڑوں پر سیو کرکے بیہانڈکی خوبصورتی کا اس طرح بیان کیا ہے کہ شادوں ایسی تصویر خوبصورت فطرت کی دنیا میں اور کہیں فہیں ہے۔ آب و ہوا اور فطرت (Nature) کی خوش آیندگی اور جن کھانیکی چیزوں سے بدن میں طاقت اور دلہیں خوشی پیدا ہوتی ہے۔ ان سب بوعث سے کشہیور دنیا میں فردوس کرکے مشہور ہے۔ جب ایام بہار شروع ہوئے اور برت پیگھمانے لگا قب تو

قطارت کی خوبصورتی اوپل پرتوئی ہے ۔ جائزون کی برف سے
تھکیے ہوئے درخت وغیرہ اپنے برف کے اوڑھن کو چھوڑ کر
پھولونکی کلیونسے آراستہ ہوتے لگتے ہیں ۔ جدھر آنکھ
پھیرو اور آنکھ ہی دیکھو گئے کہ درخت اور بیل پھولونکے
زیورات سے تھکے ہیں ۔ کشہیر ہر رنگ کے خوشبودار اور
خوش آیند پھولونسے بھرپور ہے ۔ سب انگور وغیرہ ہو
قسم کے لذیذ میوے پیدا ہوتے ہیں ۔ انگور اتھارہ اقسام
کے اتنے کثیر اور فہایت ذائقہ دار ہوتے ہیں کہ کشہیری
اپنی شیخی سے کہا کرتے ہیں کہ اگر ہم خدا کو کھلانے پاتے
 تو یہاں کے انگور کیلاکر اوسکا دل بھر دیتے ۔

H.

کوہ نور دنیا میں فامور اور تواریخ میں ایک مشہور
ہیرا ہے ۔ یہ بڑا اور چھکیلا ہیرا کتنے مدت سے ملا ہے یہ
کوئی فہیں کہہ سکتا ۔ کوئی کہتا ہے کہ قریب پانچ ہزار
برس کے پہلے مسوائی پتمن کے پاس گوداوری ندی میں یہ
ہیرا ملا تھا ۔ اور کوئی یہ کہتا ہے کہ یہ وہی ہیرا ہے
جسکو کرشن جی پہنتے تھے اور جسکا نام سیدام ناقہ تھا ۔
دوسروں کی رائے یہ ہے کہ اوجین کے راجہ وکرمادت کا
تھا ۔ مسلمانوں کی تواریخ سے معلوم ہوتا ہے کہ یہ ہیرا
پہلے زمانہ میں ماکوا کے ہندو راجاؤں کے پاس رہا کیا ۔
علاء الدین خلجی نے جب ماکوا اپنے قحط کروایا قب یہ ہیرا
اوسمی پاس آیا ۔ مغل بادشاہ بابر نے اپنی سوانح عہری
میں لکھا ہے کہ اوسمی بیتے ہمایوں کو گوالیار کے راجہ
وکرماجیت سے یہ جواہر ملا تھا ۔ بعد کو جب فارس کے
بادشاہ نادر شاہ نے دہلی کا دخل کیا قب اوسنے مغل بادشاہ
محمد شاہ سے اسکو حاصل کیا اور اسکا نام کوہ نور رکھا ۔
اسکے بعد کابل کے بادشاہ کے ہاتھ میں یہ ہیرا آگا اور اوسمی

بیٹھے شاہ شجاع سے مہاراجہ رنجیت سنگھ کو ملا۔ جب پنجاب کا راج سکھوں کے ہاتھ سے نکال گیا تب سے یہ ہیروں ملکہ ہند و کنوریا کے ڈاچ شاہی میں چکا۔ اس مول کا ہیروں دنپا میں اور کوئی نہیں ہے ।

HINDI.

(N. B.—Write the answers to the different sections in separate answer books.)

G.

Translate into English :—

انگریز سوسائٹیز نے کشمنیر کے پہاڑوں پر سر کر کے یہاں کی شوبما کا ہس تراہ برسان کیا ہے کہ شاید ویسی بھگوان کی رচنا کی شوبما دُنیا میں اُور کہیں نہیں ہے । آب ہوا اُور پرکृতی (Nature) کی شوبما اُرジت جیسے بیویان کے پداشتیں سے شریر میں بلال اُریار سجن میں آننہ ٹتپنہ ہوتا ہے ۔ ہن سب چیزوں کے کارण کشمنیر پڑھی پر سرگ کر کے پرسی ہو ہے । جب وسنت نہت کا آرٹم ہو اُر اُر برف پیغام لے لگا تب تو پرکृتی کی شوبما بلال پडتی ہے । جاڑوں کے برف سے ڈکے ہوئے پہنچ پالوں برف کے اُردن کو ڈوڈ کر ٹولوں کی کلیوں سے شوبھیت ہوئے لگتے ہیں । جیسا کہ آنکھ فیروں ٹھر ہی دے گئی بُکھ اُر لاتا پُٹپوں کے آبھویشان سے ڈکے ہیں । کشمنیر نا نا برس کے سو گنڈ اُر مانو ہر پُٹپوں سے برا پورا ہے । سے ب، آنگور، ہتھیادی نا نا پرکار کے خا دیٹھ فل ٹتپنہ ہوتے ہیں اُر ٹھر ہ پرکار کے ہتھ نا اُر اُر خا دیٹھ آنگور ہوتا ہے کہ کشمنیری بُڈے گرد سے کہا کرتے ہیں کہ اگر ہم بھگوان کی خیلائی پاتے تو یہاں کے آنگوروں کو خیلائ کر ہنکوں تمس کر دے گے ॥

H.

कोहिनूर दुनियां में प्रसिद्ध और इतिहास में वर्णित एक हीरा है। यह शहर और अमरीला हीरा कितनी सुदृढ़त से मिला है यह कोई नहीं कह सकता। कोई कहता है कि जर्मीन पांच हजार वर्ष के पहले मनुष्यपत्थन के पास गोदावरी नदी में यह हीरा मिला था। और कोई कहता है कि यह यही मिला है जो कुण्डा जी धारणा करते थे और जिस का नाम भ्यागन्तक था। दूसरीं को राय यह है कि यह उज्जैन के राजा विक्रमादित्य का था। मुमलमानों के तवारीख से गालूप होता है कि यह हीरा पहले जमाने में मालवा के हिन्दू राजाओं के पास रहा। अलाउद्दीन खिलजी ने अब गालूप अपने आधीन कर लिया तथा यह हीरा उसके हाथ आया। मोगल यादगाह बाघर ने अपने जीवनवृत्तान्त में लिया है कि उस के बेटे हुमायूं को खालियर के राजा विक्रमानीत से यह हीरा मिला था। बाद अब फारस के यादगाह नादिरगाह ने दिल्ली को दखल किया था तब उसने मोगल यादगाह मुहम्मदगाह से इसको पाया। और उसका नाम कोहिनूर रखा। उसके बाद कावुल के बादशाह मुहम्मदगाह के हाथ यह हीरा लगा और उसके बेटे शाहमुज़ा ने महाराज रणजीत सिंह को मिला। अब पंजाब का राज्य मिस्रों के हाथ से निकल गया तब से यह हीरा भारतेश्वरी चिकूरिया के राजमुकुट में खिराजने लगा। इस मोत का हीरा दुनियां में और कोई नहीं है ॥

MATHEMATICS.

FIRST PAPER.

Arithmetic and Algebra.

1. A metre = 39.3708 inches. Express .325 of a metre as a decimal of a yard (to six figures).

2. What will be the gain per cent. if mangoes bought at the rate of six for 5 as. are sold at the rate of five for 6 as.?

3. In the first four months of 1906 the Indian Government sold Bills amounting to Rs. 97,984,311, obtaining £6,537,578 in exchange. Find the value of a rupee in English money to the nearest tenth of a penny.

N.B.—Use no more figures than are necessary to obtain a result to the degree of accuracy indicated.

4. A holder of Rs. 5,500 of $3\frac{1}{2}\%$ Government paper sells at $91\frac{1}{4}$ and invests in 4% stock at 101. If the brokerage is $\frac{1}{2}$ for the first and $\frac{1}{4}$ for the second, find the change in his income.

5. Find the G.C.M. of

$$21x^2 - 28x^2 - 46x + 7 \text{ and } 21x^2 - 58x + 21.$$

6. The sum of two numbers is 4225 and their G.C.M. is 845. Show that there are two pairs of numbers satisfying these conditions, and find them.

7. Simplify :

$$\left(1 + \frac{2a}{z^2} - \frac{a}{a}\right) \left(1 + \frac{3a}{z^2} + \frac{a}{a}\right) \left(1 + \left(\frac{a}{z-2a}\right) 1 - \frac{a}{z+2a}\right).$$

8. Solve the equations :

$$(1) \quad \frac{7-3x}{5} = \frac{14-5x}{3} + \frac{25-4x}{9}.$$

$$(2) \quad x^3 = 7xa^2 - 6a^3.$$

9. An ordinary train, the average speed of which is 20 miles an hour less than that of the express, takes two hours longer than the express to go 150 miles. What is the average speed of each train?

10. To what number must 1, 5, and 13 be severally added so that they may be a continued proportion?

11. Obtain by means of a graph the square root of five.

SECOND PAPER.

Geometry.

[Only four questions from PART I and four questions from PART II to be attempted.]

PART I.—*Practical Geometry.*

Proofs of constructions are not to be given, but construction lines must be shown in all cases.]

1. Construct a triangle having one side (not the base) $1 = 2\cdot4$ in.: and the base angles $= 71^\circ$ and 49° respectively. Draw the altitude. Measure the base and altitude, and calculate the area of the triangle as accurately as you can.

2. Construct two squares whose diagonals measure $1\cdot7$ in. and $1\cdot3$ in. respectively, and then construct a third square equal in area to their sum. Measure a side of the third square to the nearest hundredth of an inch, and write down your result.

3. Describe a circle of radius $0\cdot7$ in., and then describe two other circles of radii $0\cdot8$ in. and $0\cdot6$ in. respectively, touching the first circle but having their centres 2 inches apart.

4. The accompanying figure is the plan of a field drawn to the scale of 220 yards to the inch.

Make an exact copy of it, and find the area of the field to the nearest acre.

5. About a circle of radius 1·1 in. circumscribe a regular hexagon. Measure a side of the hexagon to the nearest hundredth of an inch, and write down your result.

PART II.—*Theoretical Geometry.*

6. Prove that if a straight line cuts two parallel straight lines, the alternate angles are equal.

If an external bisector of an angle of a triangle is parallel to the opposite side of the triangle, prove that the triangle is isosceles.

7. Illustrate and explain by means of a diagram the geometrical theorem: 'If a straight line is divided externally at any point, the square on the given line is equal to the sum of the squares on the two segments diminished by twice the rectangle contained by the segments.'

If PQ is produced to R so that $PR \cdot QR = PQ^2$, prove that $PR^2 + QR^2 = 3PQ^2$.

8. Find the locus of a point which is equidistant from two given straight lines.

How many points are there equidistant from the sides of a given triangle? Illustrate your answer with a diagram.

9. Prove that equal chords in a circle cut off equal arcs.

Prove that an equilateral polygon inscribed in a circle is also equiangular.

10. If the three sides of one triangle are proportional to the three sides of another triangle, prove that the two triangles are equiangular.

From a point O without a circle a secant OPQ and a tangent OR are drawn. Prove that the triangles OPR , OQR are equiangular, and hence that $OP \cdot OQ = OR^2$.

HISTORY.

[*Answers to Parts I and II to be written in separate Answer Books, marked I and II respectively.*]

PART I.

1. 'With the decline of the power of the Empire troubles came upon Britain, as upon all the other Roman provinces.' Give a brief account of the English conquests of Britain up to 577 A. D. Illustrate your answer by a sketch-map.

2. Write short notes on the following:—the Conquest of Wales by Edward I, John Wycliffe, the Puritans, the Restoration.

3. When, and under what circumstances, were (a) Scotland, (b) Ireland, respectively united to the English throne?

4. In what way was England concerned with the war of Spanish succession, and what were the results of that war for England?

5. When, and in what way, did (a) Canada, (b) Australia become parts of the British Empire?

PART II.

6. Who was Fa Hian? What do we learn from his writings concerning the manners and customs of India in his time?

7. State briefly what you know of Harshvardhan, Balban, Sher Shah, Lord Clive. Give dates in each case.

8. Give a short account of the chief events of the reign of Jehangir.

9. Give some account of the extent of the Mogul Empire under Aurungzebe. Illustrate your answer by a sketch-map.

10. What circumstances led to the passing of the 'Regulating Act?' What was its object, and how did it fail as an instrument of Government?

ARABIC.

FIRST PAPER.

1. Rewrite the following with full vowel-marks:—

شُمْ أَنْ نَعْهَا اعْطَتِ الْعُوْدَ اسْبَدَدَا فَعَّةً — وَ قَاتَلَتِ الْعَنْ

كنا شعرا - فاخته و اصلاحه و اطرب بالنجهات ثم انشد هذة
الابيات :—

البدر يحكيك لولا أنها كلف
والشمس مثلك لولا الشمس تنكسف
أني عجبت وكم في الحب من عجب
فيه فهو و فيه الوجود والكلف
اري الطريق قريبا حين أسلكه
أني العبد يحب بعيدها حين انصرف

2. Explain the allusions contained in the following :—

فكان موسى قد أعيده لأمه (a)

او ذوب يوسف قد اتي يعقوبا

فان تخسر بمحنة حين ولئ
مع الشهداء محتسبا شهيدا (b)

فانا قد قتلنا يوم بدر
ابا جهل و عتبة و الوليد

3. Name the author of the extract (b) above, and write shortly what you know of him in English.

4. Explain the grammatical reference in the following story :—

جاء فحوي علي باب ذهبي فدق بابه فقال من انت
فقال الزائر احمد - فاجاب صاحب الدار انصرف - فقال
احمد لاينصرف - فاجاب اذا كان ذكره ينصرف ،

5. Give the syntactical construction (تركيب) of the following sentences :—

- طَرِبَ طَرِبًا عَظِيْمًا - فَانْشَدَتْ هُدَيْنِ الْبَيْتَيْنِ

إِنَّ الْهَمَارَمُ اخْلَاقُ مُطَهَّرَةٍ - شَرُّ الرِّجَالِ الْخَادِرُ

6. (a) Give the original form and the literal sense of the word سُنْتِي used in addressing a lady.

(b) Name the ^اعْطَتْ of مَادَةٍ and بَابٌ-صِيَغَةٌ مُحْتَسِبٌ and أُعْيَدَ

7. Give singular or plural (as the case may be) of:—

بَدْرٌ - هَوْمٌ - طَرِيقٌ - حَبِيبٌ - شُهُدَاءُ - أُمٌّ - مَحَاصِي -
يَوْمٌ - لِسَانٌ

8. Explain the following grammatical terms and give an example of each:— خَبْرٌ - مَذَادِيٌّ - مَعْطُوفٌ - عَلَيْهِ - مَضَافٌ —

SECOND PAPER.

Translate into English:—

(a) قال النبي صلي الله عليه وسلم - أياكم والكذب -
فإن الكذب (falsehood) يهدي إلى الفجور (crimes) وعليكم
بما صدق - فإن الصدق يهدي إلى البر (virtue) و البر يهدي
إلى الجنة ،

(b) قال بعض الحكماء من قل صدقه قل صديقه (friend)
وقال بعضهم لو صور الصدق لكانأسدا (lion) ولو صور الكذب
لكان فulpina (fox)

(c) أَخْبَرَ السَّقْطَى فَالْدُخْلَتِ النَّهَقَابَرَ - فَرَأَيْتُ بِهِ مُولَّ
الْمَجْنُونَ قَدْ أَدْكَيَ (lowered down) رَجْلِيهِ فِي قَبْرٍ مَسْغُورٍ
(dug up) وَهُوَ يَلْعَبُ بِالْتَرَابِ - فَقَالَ مَا تَصْنَعُ هَهُنَا؟ فَقَالَ
إِذَا عِنْدَ قَوْمٍ لَا يَرْدُونَ جِيرَانَهُمْ (their neighbours) وَإِنْ غَبَطْ
عَنْهُمْ لَا يَغْتَابُونِي * (they will not slander me)

(d) قَيْلَ إِنَّ بَعْضَ الْحَكَمَاءِ لَنْمَ بَابِ كُسْرَى فِي حَاجَةِ
دَهْرٍ فَامْ يَاتَفَتُ إِلَيْهِ - فَكَتَبَ أَرْبَعَةً اسْطُرُوفِيَّ رِقْعَةً - وَ
دَفَعَهَا لِلْمَاحِجَبَ * فَكَانَ السُّطُرُ الْأَوَّلُ : "الْفَرْسُورَةُ وَالْأَمْلُ (hope) أَقْدَمَانِي
إِلَيْكَ .." *

وَالسُّطُرُ الثَّانِيُّ : "الْعَدِيمُ (pauper) لَا يَكُونُ مَعَهُ الصَّبْرُ
عَنِ الْبَطَالَةِ" * وَالسُّطُرُ الثَّالِثُ : "الْأَنْصَارُ مِنْ غَيْرِ فَائِدَةٍ شَهَادَةُ
الْأَعْدَاءِ .." *

وَالسُّطُرُ الْأَرْبَعُ : آمَّا ذُئْمَ فَهُشْمَرَةٌ (bears fruit) وَآمَّا
لَامْرِيَّةَ (relieves) " *

(e) دَخَلَ لِصٌ دَارَ مَالِكٍ بْنَ دِينَارٍ فِي الْلَّيلِ - فَطَاطَ
بِهَا - فَلَمْ يَجِدْ فِيهَا شَيْئًا - فَلَمْهَا هَمْ بِالْخُرُوجِ - رَفَعَ مَالِكٍ
رَأْسَهُ - وَقَالَ يَا هَذَا طَلَبْتَ الدِّينَارَ فِيهَا وَجَدْتَهَا عَنْدَنَا -
فَهَلْ لَكَ أَنْ تَقْبِلَ (attend) عَلَيَّ الْآخِرَةَ؟ فَقَالَ اللِّصُ فَهِمْ -
ثُمَّ تَقْدَمَ إِلَيْ مَالِكٍ - فَتَابَ عَلَيْ يَدِيهِ - فَلَمْهَا طَلَعَ الْفَجْرُ -

أخذة مالك - و مصي بيه الي المسجد - فلما رأة التلامذة -
 قالوا للشيخ من هذا الرجل ؟ فقال هذا اعن - جاء ليصيدهنـا
 (to catch us) فصاد ذاك المتص من كبار الاولياء -
 (f) قيل لها هرب موسى بن عـران من فرعون - و بلغ
 أرض مدينـا - أخذته العـصـمـيـ - و قد أصابه الجروح بعد ذاك -
 فشكـيـ الي ربـه - فقال ياربـ اذا الخـرـيبـ وـاـنا الـهـرـيفـ -
 وـاـنا الـفـقـيرـ - فـاـوـحـيـ الله تـعـالـيـ اليـهـ - أـمـا تـجـرـتـ منـ الخـرـيبـ ؟
 وـمـنـ الـهـرـيفـ ؟ وـمـنـ الـفـقـيرـ ؟ الخـرـيبـ هوـالـذـيـ لـيـسـ لـهـ
 مـثـلـيـ حـبـيـبـ - وـالـهـرـيفـ الـذـيـ لـيـسـ لـهـ مـثـلـيـ طـبـيـبـ -
 وـالـفـقـيرـ هوـالـذـيـ لـيـسـ لـهـ مـثـلـيـ وـكـيـلـ *

THIRD PAPER.

1. Translate the following into Arabic and give diacritical marks very carefully :—

- (1) I slept the whole night with my little baby.
- (2) After the death of my father I went to Mecca.
- (3) I am twelve years old, but my sister is three years old.
- (4) All praise is due to God who is very great.
- (5) She went to see her sick mother.
- (6) He wished he could read and write Arabic.
- (7) Obey your King.
- (8) We travelled from Egypt to Madina.
- (9) Certainly Abu Bakar is standing.
- (10) By God, Mohammad is learned.
- (11) She will certainly go to the house of her father.
- (12) They will never drink wine.
- (13) Death makes no delay.
- (14) A servant told his master that his ass was stolen.
- (15) The money is in the purse.
- (16) He (God) will pardon your sins.
- (17) The poor man became rich.

- (18) Hamid went from one city to another.
 - (19) God is great. He created us.
 - (20) Mohammad is the Prophet of God.
 - (21) Open the door of your house.
 - (22) The day of the Examination is near.
 - (23) Wash your face, your hands, and your feet.
 - (24) You will certainly not see me.
 - (25) If you strike, I will strike.
 - (26) If she will walk to the mosque, I will also walk to the mosque.
 - (27) God took away their light.
 - (28) I wrote with a pen.
 - (29) By God, Ahmad is not standing.
 - (30) I believed that God was merciful.
-

PERSIAN WITH ARABIC.

FIRST PAPER.

1. In the following extracts distinguish from each other the Arabic and the Persian words, and refer these extracts to their authors :—

(a) تکهیزبے ارادت عاشق بے زرست و رومند بے معرفت سوغ بے پور و عالم بے عمل درخت بے بر و زاہد بے عالم خانم بے در مراد از نزول قران تھصیل سیرت خوب سنت فہ ترتیل سورت مکتوب عامی متعدد پیداد رفته است و عالم متهاون سوار خفتہ *

(b) فابیدنائے درشب تاریک چراغی بدست و سبوئے بو دوش در راهے میرفت فضولی در راہ باو دو چار شد و گفت اے ذادان روز و شب پیش تو یکسان است و روشنی و تاریکی در چشم تو برابر ایں چراغ را فائدہ چیست فابیدنا بخندید و گفت این چراغ از بہر خود نیست از براۓ چونتو کور دل بے خبر است قابا من پہلو نزدی و سبویم نشکنی *

2. Paraphrase in Persian the following:—

(۱) بیور داس را که در ایام پدرم خطاب رائے رایان یافته بود راجه بکرماجیت که از راجه هائی معتبر هندوستان بود و رصد نجوم هند در عهد او بسته شده است خطاب داده میر آتش خود ساختم - و حکم کردم که همیشه در قویخانه رکاب پنهانه هزار توپچی و سه هزار اربه توپ مستعد و آماده سوانح امام نهاید - بکرماجیت مذکور از طائفه کیمیریان است در خدمت پدر من از مشرفی قیلخانه بدیوانی و سرتبه امراء‌ای رسیده *

(۲) از دیر باز مسحیوں می شود که در معالات قیویل شما ظلم صریح بعمل می آید - مظلومی بیچاره که تابوالی قرسد و او رفع مظلمه از سو آن نکند مظلمه در دیوان قضای نام والی عامل بنویسند - بخشی دوم را این قدر اختیار دادن و اعتبار افزودن که دیگریرا در کار او م مجال عرض قه باشد چه معنی دارد - اگرچه استقلال آدم کار هر قدر باید افزود بجهاست - فاما فاعل مختار ساختن و بجزیات ساخته او نه پرداختن بعض بیجا *

3. Render the following in your own Persian prose:—

بهره روت کرخی یکی داد پند
که بارشته انبیان جو را به پند
که حالی بر آیند موران زخاک
نهایند انبیانت از دانه پاک
بر آشافت معروف فرخند خوی
کزین گونه ناساخته دیگر مگوی
به پرور ضعیفان رنجبور را
چه بندی ره روزی سور را
چرا دانه از سور داری دریغ
نداری مگر شرم از ایه و میخ

نَدَارِي بِإِيْسِ حَبْرُوسْ وَ بَخْلُ قَوِيِّ
كَهْ فَرْدَا تُو خُود رُزْق شُورَانْ شُوَيْ

4. Carefully explain the following in your own Persian prose :—

این چه شوریست که در دور قهر می بینم
نهمه آفاق پر از فتنه و شرمی بینم
هر کسی روز بھی می طلبند از ایام
مشکل این ست که هر روز بترمی بینم
ابلهان را نهمه شربت زگلاب و قندست
قوت دانما نهمه از خون جگر می بینم
اسپ تازی شده معروف بزیسر پالان
طوق زریں نهمه در گردن خرمی بینم
دختران را نهمه جنگ است وجدل با مادر
پیشان را نهمه بد خواه پدر می بینم

5. Mention all افعال ناقصه and their government with examples.

6. Give the exact force of the suffixes in the following words, with examples :—

دافتنه - ستنه - کهترین - شاخصار - کارزار -
شبستان - خداوند - خاکسار - شاهنوار - ملکانه -
وایگان - پهلوان - ماه وشن - غمناک -
سنگ لاخ - مرغزار *

7. Explain the government of ان and of لم with some examples of each.

8. How does مسْتَقْبَل differ from مضارع؟ Illustrate your answer with examples.

SECOND PAPER:

I. Translate the following into English:—

A.

آورده اند که سپاه دشمن بسیار بود - و اینان اند که -
و جماعتی آهندگ گردیدند - پسر نجره بزد و گفت - ای
مردان بکوشید تا جامه زنان فیض شید - سواران را بگفتن
او تیمور زیاده گشت و بیکبار حمله کردند - شنیدم که
همدان روز بر دشمن ظفر یافتند - پدر سر و چشش
بیوسید و در کنار گرفت و هر روز نظر بیش کرد تا ولی
عید خویش کرد - برادران حسد برندند و زهر در طعامش
کردند - خواهش از غرفه بدید و در پیشه برهم زد - پسر
دریافت دست از طعام باز کشید - و گفت - معالست که
هنرمندان بهیوند و بے هنر از جای ایشان گیرند -

یدر را ازین حال آگهی دادند - برادرانش را بخواند
و گوشمال بواجب داد - پس هر یکی را از اطراف بلاع
حصه مرضی معین کرد تا فتنه فرو نشست و نزاع بر خاست
- که ده درویش در گلیمه بخسپندند - و دو پادشاه در
اقلیمه نگنجند *

B.

یکی را از ملوک مدت عهود پری شد و قائم مقامی
نداشت - و صیحت کرد که بامدادان فخستین کسیکه از در
شیوه در آید تاج شاهی برسوئه نهیید و تفویض سلطنت
بوئ کنید - اتفاقاً اول کسیکه در آمد گدائی بود - همه
عهود او لقمه اندوخته و رفعه بر رفعه دوخته - ارکان
دولت و عیان حضرت صیحت ملک بجرا آوردند و تسليم
مفاتیح قلاع و خزانه بدو کردند - و مدته ملک راند - تا
بعضی امراء دولت گردان از اطاعت او به پیچانیدند - و

ملوک از هر طرف بینازیست بروخاستن گرفتند - و بهقاومت لشکر آراستند - فی الجھله سپاه و رعیت بهم بر آمدند و برخی طرف بلاد از قبضه تصرف او پدر رفت - درویش ازین واقعه خسته خاطر می بود - تایکه از دوستان قدیمیش که در حالت درویشی قرین او بود از سفر باز آمد و در چنان موقعه دیدش - گفت من خدای را عز وجل که گلت از خار برآمد - و بخت بلند رهبری کرد - و اقبال و سعادت بیاوری قابدیں پایه رسیدی *

گفت اے عزیز تعزیتم گوئی که جاے تھانیت نیست - آنگه کو تو دیدی غم ذافی داشتم و امروز غم جهانی *

C.

دو امیرزاده در مصر بودند - یکی علم آموخت و دیگر مال اذوخت - عاقبة الامر یکی علامه عصر گشت و آن دیگر عزیز مصر شد - پس این توافق دیگر بچشم حقارت در فقیهه نظر کرد - و گفتی من بساطت رسیدم و این همچنان در مشکنت بینازد - گفت اے برادر شکر فتحت باری عز اسنه همچنان بمن افزون تروست که میراث پیغمبران یافتیم یعنی عالم - و ترا میراث فرعون و هامان رسید یعنی ملک مصر *

D.

بازرگانی را هزار دینار خسارت افتاد - پسر را گفت فیاید که با کسی این سخن درمیان نهی - گفت اے پدر فرمان تراست ذکریم - و لیکن یاید که مرا بر فائدہ این مطلع گردانی که مصالحت در فهان داشتن چیست ؟ گفت تا مصیبت دو فشود - یکی فقصان مایه - دوم شهادت همیسایه *

E.

مردم آزارے را حکایت کنند که سنگی برو سو صالھی
 زد - درویش را مسحال انتقام نبود - سنگ را نگاہ میداشت
 - تا فمازیکه ملک را بران لشکری خشم آمد و دو چاہ کرد -
 درویش اندر آمد و سنگ برو سوش کوفت - گفتا تو کیستی ؟
 و این سنگ چرا زدی ؟ گفت من فلازم - و این همان سنگ
 است که در فلان تاریخ برو سو من زدی - گفت چندیں
 روزگار کجا بودی ؟ گفت از جاہت اندیشه میکردم -
 اکنون که در چاہت دیدم فرصت غذیجهت دانستم *

THIRD PAPER.

1. Translate into Persian :—

(a) Newton was a very good-natured man. Though he was so learned, he had no pride, and his disposition was so gentle that he never grew angry. He had a favourite little dog. One night Newton had gone out somewhere, leaving a candle burning on the table in his room ; and meanwhile the dog for some reason or other, jumped on the table, overturned the candle, and set fire to the papers which Newton had been occupied in writing for years, reducing them to ashes. When Newton returned and saw what had happened, he was very much grieved, but he did not get angry and beat the dog. He only said quietly, "Dog ! Little dost thou know what harm thou hast done me ! "

(b) There was once a poor man named Abdulla who had six sons. The maintenance of his family was a matter of great anxiety to him, all the more so because there was great scarcity of corn in that year. Abdulla worked very hard, yet could not earn enough even to supply his children with the coarsest food, and consequently he was in sore trouble. One day he called all his children around him and said to them with tears, " My dear children, food is very dear this year. You see that with all my labour we only get a single eake of bread. I know that this will not satisfy your hunger, but it will help to keep you alive." The poor man could say no more, but looking up to Heaven began to weep, saying, " O God ! Thou art the preserver of the poor, we are poor and unhappy. Have mercy upon my poor children. Help me, and do not let them die of hunger." Abdulla divided the cake into

seven pieces, and distributed them among his children, keeping the smallest piece for himself.

(c) Perhaps no work in Persian literature deserves more careful study than the writings of Hafiz. In addition to the literary beauties they contain, we find illustrations of the manners and customs of an intelligent and refined people. One who understands Hafiz can never put down the book without having received real pleasure. The verse of Hafiz is described as "rich in fancy, powerful in imagination, original, sublime, and glowing, graye and gay." By a careful study of his productions one easily sees that either he was not acquainted with the works of his contemporaries or he hated to introduce any of their opinions into his own writing. His fame to a great extent rests upon his creative imagination and upon the easy flow of his numbers. Hafiz, it is generally claimed, never borrowed ideas, and was a poet of an order essentially his own.

SANSKRIT.

FIRST PAPER.

1. Translate into English :—

अथ प्रभातकाले क्षेत्रपतिर्लगुडहस्तस्तं प्रदेशमागच्छन्
काकेनावलोकितः । आलोक्य च काकेनोक्तम् । सित्र त्वसा-
स्मानं मृतवत्सदशर्य वातेनोदरं पूरयित्वा पादान् स्तब्धी-
कृत्य तिष्ठ । अहं च तव चन्द्रुषी चञ्चवा विलिखामि । ततो
यदाहं शब्दं करोमि तदा त्वमुत्थाय सत्वरं पलायिष्यसे ।
सतः क्षेत्रपतिना हर्षोत्फुल्लोचनेनावलोकितस्तथाविधो मृगः ।
आः स्वयं मृतोऽयमित्युक्ता बन्धनान्मेऽचयित्वा पाशं संव-
रितुं सयन्नो बभूव । ततः काकशब्दं श्रुत्वा मृगः सत्वरमुत्थाय
पलायितः । तमुद्दिश्य तेन क्षेत्रपतिना द्विपुलगुडेन शगालो
हतः ॥

- (a) State the धातु and प्रत्यय in पलायिष्यसे and संवरितुम्....
- (b) Exound and name the samasas in the underlined words.

(c) Decline युम्पत् and अस्मत् in all cases and genders.

2. Write out in prose order :—

उपकारिणि विश्रृद्धे श्रुद्धमतौ यः समाचरति पापम् ।
 तं जनसात्यसन्धं भगवति वसुधे कथं वहसि ॥
 विद्यमाना गतिर्येषामन्यत्रापि सुखावहा ।
 तेन पश्यन्ति विद्वांसो देशभद्रं कुलक्षयम् ॥
 यः समानं सदा धत्ते भृत्यानां क्षितिपोधिकम् ।
 विज्ञाभावेऽपि तं दृष्टा ते त्यजन्ति न कहिंचित् ॥
 सिद्धं वा यदि वामिद्धं चित्तोत्साहो निवेदयेत् ।
प्रथमं सर्वजन्तूनां तत्प्राज्ञो वेत्ति नेतरः ॥

(a) Parse the underlined words.

(b) Decline उपकारित् and विद्वद् in all cases.

(c) State the rules of Sandhi in विज्ञाभावेऽपि, सुखावहा, आत्मोवेत्ति and नेतरः .

3. Write out the purport in English or Hindi :—

गुणिगणगणनारभ्मे न पतति कठिनी सुसंभ्रसाद्यस्य ।
 तेनास्वा यदि सुतिनी वद् वन्ध्या कीदृशी भवति ॥
 अधोधः पश्यतः कस्य महिमा नोपजायते ।
 उपर्युपरि पश्यन्तः सर्व एव दग्धिति ॥

(a) State the roots of the underlined words and conjugate them in the preterite लिट्.

(b) Decline अधोधः and महिमत् in all cases.

यश्चावृणोत्यवित्येन कमणा ऋतं ब्रुवन्नमृतं संप्रयच्छन् ।
 तं वै सन्येत् पितरं सातरं च तस्मै न द्रृत्येत्कृतमस्य जानन् ॥
 आपन्नाशाय विवृधैः कर्त्तव्याः सुहृदोभलाः ।
 न तरत्यापदं कश्चिद्योऽन्न मित्रविवर्जितः ।

- (a) Translate the above into English or Hindi.
 (b) State the roots in संप्रयच्छन् and तरति and conjugate them in the preterite लुड़्.
 (c) Re-write the first line of the extract (2), changing the passive into the active construction.

तां पुरीं स महातेजा राजा दशरथो नहान् ।

शशास शसितामित्रो गद्यत्राणीव चन्द्रमाः ॥

- (a) Write out the above extract in prose order.

- (b) Decline तत्, महत् and चन्द्रमस् in all cases.

- (c) Conjugate the root शास् in the preterite लुड़्.

SECOND PAPER.

1. Translate into English :—

- (a) न हि जात्ववसन्तव्यो भनुष्य इति भूमिपः ।
 भहती देवता ह्येषा नरहृषेणा तिष्ठति ॥ १ ॥
 सनेहच्छेदेऽपि साधूनां गुणा नो यान्ति विक्रियाम् ।
 भङ्गेऽपि हि मृणालानां भनुवन्धन्ति तन्तवः ॥ २ ॥
 स्वातः सर्वरसानां हि लवणो रस उत्तमः ।
 गृहीतं च बिना तेन व्यञ्जनं गोमयायते ॥ ३ ॥
 अतिपरिचयादवज्ञा सन्ततगमनादनादरो भवति ।
 मलये भिष्टपुरुंध्री चन्दनतरुकाष्ठनिन्धनं कुरुते ॥ ४ ॥

- (b) अस्त्युज्जयिन्यां भाधवो नाम कश्चिद्विग्रः । तस्य
 पत्नी कदाचिन्निजबालकस्य रक्षार्थं ब्राह्मणमवस्थाप्य स्तानाय
 जालाशयं जगास । अथ ब्राह्मणोऽपि पुत्रनिर्विशेषं चिरकाल-
 पालितं नकुलं बालकरक्षार्थं व्यवस्थाप्य स्वयं राज्ञः पावण-
 आदृ गृहीतुं राजमन्दिरं गतः । ततस्तेन नकुलेन बालक-
 समीपमागच्छन् कृष्णसर्पीं दृष्ट्वा व्यापादितः खरिडतश्च ।

ततोऽसौ नकुलः स्वामिनमायान्तमवलोक्य रुधिरविलिप्त-
मुखपादः सत्वरमुपगम्य तच्चरणयोर्लुलोट । ततः स विप्रस्तया
विधं तं द्रुष्टा बालकोऽनेन खादित इत्यवधार्य नकुलं
व्यापादितवान् । अनन्तरं यावदुपस्त्यापत्यं पश्यति तावद्वा-
लकः सुस्थः सर्वश्च व्यापादितस्तिष्ठति । ततस्तमुपकारकं
नकुलं निरीदय भावितचेताः स परं विपादमगगत् ।

(c) पुरा किल जरत्कारुर्नाम महातपाः कथिन्मुनिवरो
ब्रह्मचर्ये स्थितोऽखिलं महीमण्डलमठन्नेकदां महागर्तेऽवलम्ब-
मानानधोमुखान् निजपितन् द्रुष्टाऽपृच्छत् के भवन्तो
विषरणमवदना एवमस्मिन्महागर्तेऽवलम्बन्त इति । पितरः
ग्रोचुर्वयं शंभितब्रता सुनयः । मन्ततिविच्छेदादतीव कष्टदण्णं
प्राप्ताः सम्प्रत्यधःपतामः जरत्कारुर्नामैकोऽस्माकं वंशे वर्तते ।
किन्तु न स मूढः पुत्रोत्पादनाय दारान् गृहीतुं वाच्छतीति
भृशं विषीदामः । पितृणां तद्वचः श्रुत्वा दुःखसमाकुलचेता
जरत्कारुस्तानभाषत । भवन्तो मे पितः । श्रहमेव स
जरत्कारुर्यं भवन्तो निन्दन्ति ॥

THIRD PAPER.

A.

Translate into Sanskrit :—

- (1) A soft answer turneth away wrath.
- (2) Rather death, than such an action.
- (3) He travelled for twenty miles.
- (4) The merchant was angry with his son.
- (5) What is the good of selling that field?
- (6) Ascertain whether he is in the house.
- (7) Those who seek wisdom will certainly find her.
- (8) I cannot do what you wish for many reasons.
- (9) If the boy had obeyed his master, this could not have happened.

(10) When the elephant falls into a pit, even the frog gives him a kick.

B.

Once upon a time there was a boy whose name was Gopāla, and he lived with his mother in a little cottage. They were very poor, and the old woman got her living by washing clothes for other people; but Gopāla was so lazy that he would do nothing at all. So they called him Lazy Gopāla. His mother could not get him to do anything for her, and at last told him, one Monday, that if he did not begin to work for his daily food, she would turn him out to get him living as best he could.

URDU.

FIRST PAPER.

1. Explain any two of the following passages, paying special attention to allusions and to quaint words and expressions:—

(a) بہار باغ میں کپڑا کیا کھلا رہی ہے گل
شگفتہ غنچہ منقار عزب لیبائی ہے
چون میں کیجئے اشارہ جو سوے فخل حنا
تو ساتھ اشارہ کے اونگلی برنگ مرجان ہے
چون میں بات جو کیجئے تو منہ سے پھول جھریں
اب اندرون میں یہ فیض بہار بستان ہے
زمیں پہ دانہ جو پھیکا تو گر کے فخل ہوا
 فهو کی سعی سے صیاد سخت حیران ہے

(b) جا کے کابل میں آم کا پودا
کبھی پروان چڑھ فہریں سکتا
مچھلی جب چھوتتی ہے پانی سے
ہاتھ دھوتتی ہے زندگانی سے
آگ سے جب ہوا سہندر دور

اسکو جینے کا پھر فہیں مقدر
گورے جب کیمیت سے بچوئتے ہیں
جان کے لائے افسکے پرستے ہیں

(c) اس تیرہ شب میں شاعر روشن دماغ ہے
بیدیا اندھیرے گیو میں جلانے چراغ ہے
تو برا ہے اپنے سو کو گریبان میں قال کے
اڑتا مگر ہے کیوں ہوے پو خیال کے
لاتا کبیی فلک سے ہے قارے اوتسار کرو
جاتا زمیں کبی تھے میں ہے پھر غوطہ مار کر
مضبوں تازہ گر کوئی اس آن مل گیا
یوں خوش ہے جیسے نقش سلیمان مل گیا

(d) سہرا لکھا گیا زرہ امتنال اسر
دیکھا کہ چارہ غیر اطاعت فہیں مجھے
قطع میں آپری ہے سخن گستوانہ بات
مقصود اس سے قطع محبت فہیں مجھے
روے سخن کسی کے طرف ہو تو روسیاہ
سودا فہیں جنو فہیں وحشت فہیں مجھے
قسمت بڑی سہی پہ طبیعت بڑی فہیں
ہے شکر کی جگہ کہ شکایت فہیں مجھے

2. Give a short account of the authors of extracts (c) and (d) in the first question, and describe the occasion on which the poem from which the last extract is taken was composed.

3. Give the meaning of any three of the following couplets, and explain the allusions which occur in them:—

(a) جوش پر رحمت باری ہے تعجب کیا ہے
چڑا بابل کا دھوان بھی جو بنے ابو کرم

- (b) قم بادن اللہ کہتی آئی گلشن میں بہار
جی اُتھے جو ہو گئے تھے مردہ دل وقت خزان
(c) ماں باپ سے قسیت کے بگر جانیکو پونچھو
یعقوب سے یوسف کے بچھر جانے کو پونچھو
(d) رکھشک جو بڑے ہیں جیں مت کے
قہکٹے ہیں دیون پہ قہکٹے پھرتے
(e) عیدو والوں کا ہے اگر پتھرا
شیخو والوں میں جا فہیں سکتا

4. Define and illustrate:—

**مرکب غیر امتزاجی - جہاد - انسانیہ - مغقول لہ مخطوط -
مشار الیہ**

”کلام کو رنگینی اور استھرا و تشبيہ سے بلند کر دکھانا آسان ہے مگر زبان اور روز مرہ کے معاورہ میں صاف صاف مطلب اس طرح ادا کرنا جس سے سننے والے کے دل میں اثر ہو بہت مشکل ہے“

5. Explain the meaning of the above statement and give illustrations from the authors whom you have read.

SECOND PAPER.

1. Express any three of the following passages in simple Urdu, explaining the underlined words and phrases:—

(a) یہہ ایک دروازہ ہے رفیع اشان - بلند بنیاد
کہ جس کی رفتت کے آگئے آسمان پستی خاک سے کمتر اور
جس کی اوج آسمان موج کے سامنے اوج ثابت و سیار

حضریض زمین سے پست تو ہے *

(۱) ہو درخت اُسکا وشک قامت یار اور ہر گل اُسکا غیرت گل رخسار اُسکے سبھ کے آگے بندگوش یار خبیل اور اُسکے بندغشہ کے سامنے زلف خوبان منغیل *

(۲) زہے بلند پایہ حصار کہ اگر آسمان اُسکے ایک برج کے کلس کی وسعت پیدا کرے کلاڑ تفاخر کو اپنے سر پر گھج رکھے اور اگر سپہوں بڑیں اسکے ایک کنگڑہ کی رفتہ بیہم پیونپائیں اپنے جامہ میں فہ سہائیں - اندیشہ اُسکی بلندی دیوار کے اندازہ کرنے میں حیران اور عقل اُسکی وسعت کی تحقیق میں سر گردان - اسکی دیواریں آسمان کی پشتیبان اور اُسکی خنداق غیرت معیط و عہان *

(۳) آج قلم کا دماغ پھولوں کی خوشبو سے معطر ہے - کاغذ کا صفحہ آنکیہ کی سپیدی کی طرح منور ہے - نظر کا دورا رُ گل کے طور پر رنکیں ہے - نگاہ کا رشتہ گلستہ کے مانند بہاریں ہے کسواسٹے کہ مجھے ایک باغ اور مکان کی صفت لکھنی منظور ہے *

(۴) ایک خیالی مشوق کی چاہ میں بوسوں دشت جنون کی وہ ذاک اُڑائی کہ قیس و فرهاد کو گرد کر دیا - کبھی نالہ نیم شبی سے ربیع مسکون کو ہلا قاتلا - کبھی چشم دریا بار سے قیام عالم کو تابو دیا - آہ و فخار کے شور سے کرویلوں کے کان بھرے ہو گئے *

quote verses to prove that his superiority is admitted by the succeeding Urdu poets.

3. Explain the meaning and the usage of the following idioms:—

گنگوئی میں پھاگ کھیلانا = باسی کڑھی میں اُبال
آنا = پانی آکھے پال بازھھنا = پسای پھر کنا =
وکھہ پت وکھا پت

4. Explain the use of the following expressions:—

آفت کا پوکالا = چراخ سحری = سترا بہترہ =
جم جم = ذوج = کونگ

5. Write an essay, two pages long at the least, in Urdu, on perseverance (استقلال).

6. Say whether the following words are used as masculine or feminine in the Urdu language, and give the general rule for determining the gender:—

ڈھی = سافس = قلم = طوطی = بلبل = فکر

7. Give the plural and meanings of:—

کاغذ = حکم = حاضر = صدا = ولی = مجاہد

8. What words are used redundantly (تابع مهمل) with the following words:—

داؤہ = سنجھ = غلط = پوچھہ = میل = سودا

9. Analyse the following verse according to Urdu grammar:—

آرے وقت قم دائیں بائیں نہ جھانکو
سدا اپنی کاری کو کرو آپ ھانکو

HINDI.

FIRST PAPER.

1. Explain fully the following extracts in Hindi :—

- (1) हुंसवंस दसरथ जनक राम लपन से भाइ ।
जननी तूँ जननी भई विधि सत कछु न बसाइ ॥
- (2) कारन तें प्रारज कठिन होइ दोप नहिँ जोर ।
कुलिख अस्थितें उपलतें लोह कराल कठोर ॥
- (3) आखन सांगर सांतरम पूरन पायन पाय ।
सेन समदुँ करना सवित लिये जाहिँ रघुनाथ ॥
- (4) सुखिया सुखचो घाइये खान पान कहें एक ।
पालदू पौयदू सफल औंग तुलनी सहित विशेष ॥
- (5) सानुझ सीय समेत ग्रभु राजत परन कुटीर ।
भगलिज्जान बैराग जनु भोहत धरे गरीर ॥
- (6) नित पूजत प्रभु पौवरी ग्रीति न हृदय समाप्ति ।
मांगि सांगि आयसु करत राज काज यहु भाँति ॥
- (7) इयानल गौरकिशोर दर सुंदर सुखना ऐन ।
षरद शर्वरी नाथ सुख शरद सरोरह नैन ॥
- (8) पिता जनक भूपाल भनि सुरु भानु कुल भानु ।
पति रविकुल कैरव विष्णु विधु गुन रूप निधानु ॥

(a) Give the original forms of—वंस, लपन, कारज, दोप, परम, विदेष, किसोर, ऐन, नैन and शरद ।

2. Render the following into plain (Hindi) prose :—

- (1) सुर गन-सहित सभय सुर-राजू ।
खोधहिं चाहेत होन आकाजू ॥

वनत उपाउ करत कहु नाहीं ।
 रामसरन सब ये सनसाहीं ॥
 बहुरि विधारि परसपर कहाहीं ।
 रघुपति भगत-भगति-बस अहाहीं ॥
 शुधि करि अंबशीष हुरआसा ।
 भे सुर त्रूपति निपट निरासा ॥
 सहे सुरन्ह बहु काल विधादा ।
 नरहरि विष्णे प्रगट अहलादा ॥
 लगि लगि कान कहाहिं धुनि साथा ।
 आब सुरकाश भरथ के द्वाथा ॥
 आन उपाउ न देखिय देवा ।
 मासत राम तु-सेवक-सेवा ॥
 हिय सर्वेष तुनिरहु सब भरतहि ।
 निज-गुन-सील रामबस करतहिं ॥
 सुनि सुरसत सुरगुरु कहेव भल तुम्हार बड़ भाग ।
 सकल सु-संगल-सूल जग भरत-जरन-जनुराग ॥

(a) Parse—गे, भे, विधारि, सहे, भरतहिं and धुनि ।

(b) Exound the compounds in the preceding extracts : explain the historical allusions contained in lines 4 and 5.

3. Translate the following into English :—

धुनि सनेहसय पुरजन बानी ।
 निंदहिं जोग विरति सुनि ज्ञानी ॥
 एहि विधि नित्य करस करि पुरजन ।
 रामहिं करहिं प्रनाम पुलकि लन ॥
 ऊंच नीच नव्यन नरनारी ।
 लहाहिं दरस निजनिज अनुहारी ॥

सावधानं सबही सनमानहिं ।
 सकलं चराहतं कृपा-निधानहिं ॥
 लरिकाद्विहि तें रघुवरवानी ।
 परालतं नीति ग्रीति पहिचानी ॥
 चील-खँडोच-सिंधु रघुराज ।
 भुमुखं लुलोचनं सरलं भुभाज ॥
 काहतं राम-गुन-गनं अनुरागे ।
 सबं निजं भागं सराहनं लागे ॥
 हनं तजं पुन्यपुंजं जग घोरे ।
 छिन्हहिं रामं जानतं करि भोरे ॥
 प्रेमं भगवं तेहि समयं सबं सकलं भुमंगल-मूलं ।
 सहितचक्षा संभ्रनं उठेउ रथि-कुल-फलन-दिनेतु ॥

(a) Explain the use of the affix 'मय' in भनेहमय, दं in जानी and हिं in रामहिं and करहिं ।

(b) Give the synonyms of—विरति, पुलकि, अनुहारी, सराहत, नीति, सील, अनुरागे, प्रेममगन, and संभ्रम ।

4. Explain clearly :—

- (a) सरत-रात-संवादं सुनि सकलं सुमंगल-मूलं ।
 भुखं खारथी सराहिकुलं वरपतं सुरतस्त-फूलं ॥
- (b) शशिगुह-तिय-गासी नहुप उड्डेउ भूमि-सुर-जान ।
 लोकं बेदं तें विमुखं भा अधनं न वैनं सजान ॥
- (c) जब तें कुमति कुमत जिय ठघज ।
 खंड खंड छोप्र हृदय न गयज ॥
 वरं सांगतं सनं भइं नहिं पीरा ।
 गरि न जीए नुहं परेच न कीरा ॥

(d) जोगवहिं प्रभु क्षियलषनहिं कैसे ।
 पलक बिलोचन गोलक जैसे ॥
 सेवहिं लषन सीय रघुबीरहिं ।
 जिभि अविकेकी पुरुष शरीरहिं ॥

SECOND PAPER.

1. Why is the drama *Mudrārākshasa* so called? Name the important event which served as the turning-point in the fortunes of the contending parties.

2. Explain fully the following extracts in Hindi :—

(a) अनेक राजाओं के मुकुटमाणिक्य से सर्वदा जिनके पदतल लाल रहते हैं उन महाराज चन्द्रगुप्त ने आपके चरणों में दंडधत करके निवेदन किया है कि यदि आपके किसी कार्य से विघ्न न पड़े तो मैं आपका दर्शन किया चाहता हूँ ॥

(b) सकल कुसुमरस पान करि, सधुप रसिक-सिर ताज।
 जो सधु त्यागत ताहि लै, होत सबै जग काज ॥

(c) बात यह है कि अर्थशास्त्र वालों की मित्रता और शत्रुता अर्थ ही के अनुसार होती है, साधारण लोगों की भाँति इच्छानुसार नहीं होती। उस समय सर्वार्थसिद्धि को राज्यराजा बनाना चाहता था तब देव पर्वतेश्वर ही इस कार्य में कंटक थे तो उस कार्य की सिद्धि के हेतु यदि राज्यसे ने ऐसा किया तो कुछ दोष नहीं ॥

(d) महाराज आप नहीं जानते कि अनुचित सत्कार अनादर से भी विशेष हुँख का कारण होता है इससे मैं पृथ्वी ही पर बैठूँगा ॥

(e) ब्रज लव कर लें, अनेक उपायों से तो वह छाती में गड़े काटे की भाँति निकाल कर दूर किया गया है, उसे दूर करने में और कुछ प्रयोजन ही था ॥

3. Write sentences to illustrate fully the uses of the following idioms :—

काम में चूर होना, ढंग याना, फूटकार बताना, बालू की भीत, पीछे पढ़ना, काम आना, अशृन्य करना, सांप तो सिर पर बूटी पढ़ाड़ पर, दाल में काला ॥

4. Translate the following extract into English :—

तब चारों ओर से कुसुमनगर घेर लिया और नगर-बासी विचारे भीतर हो भाँतर धीरे धीरे घबड़ा गए। उनकी उदासी देख कर सुरंग के मार्ग से मर्दांगनिहि तपो-वन को चला गया और स्वामी के विराज से आपके मध्य लोग सिधिल हो गए। तब आपने जय की छोड़दी मध्य नगर में शत्रु लोगों ने फिरवा दी और आपके भेजे हुए लोग सुरंग में इधर उधर छिप गए और जिस विषक्तन्या को आपने चन्द्रगुप्त के नाश हेतु भेजा था उससे तपस्य पर्वतेश्वर मारा गया।

(a) Write grammatical notes on यितारे, धीरे धीरे, नाशहेतु in the above extract.

(b) Write what you understand by विषक्तन्या ।

5. Give the meanings of the following words in both Hindi and English :—

प्रतिहारी, आर्य, रहस्य, उत्कंठा, दँवघात, कृतम् अनुयायी, अनुग्रह, सच्चित्र, भदन्त ॥

6. Translate the following in current Hindi :—

The Tartar princes and princesses, from whom sprang the proud Lion of the Moghuls, were wont in their lifetime to choose

a piece of ground, to enclose it with high walls, embellish its precincts with flower-beds and groves of shady trees, and to build up it a Bārā-dari, a twelve-gated pleasure-house, where they took delight during the founder's life. When he died, the pavilion became a mausoleum and never again echoed with song and music. Perhaps the fair daughter of Asuf Khan, Shah Jahan's Sultānā, had loved this very garden in her life, for her remains were laid at death in its confines, while the Emperor commissioned the best artificers of his time to build a resting-place for her dust worthy of the graces of mind and body which are recorded in the Persian verse upon her grave.

AGRICULTURE.

1. What food substances are obtained by the plant—

- (1) from the air;
- (2) from the soil ?

Write a short note on the functions of—

- (a) roots ;
- (b) leaves ;

with regard to food-supply.

2. What are alluvial soils ? Explain their formation.

3. What are—

- (a) the good,
- (b) the bad,

points of clay soils ?

4. What is "green manuring?" How is it done ? What are its advantages ?

5. Describe the methods of raising water for irrigation in any district you know.

6. What are the advantages of a rotation of crops ?

7. What is meant by "in-and-in" breeding ? Describe its advantages and disadvantages.

8. What precautions should be taken with milk in order to obtain a wholesome product ?

GEOMETRICAL DRAWING.

1. Draw a straight line AB , 3·4 inches long. At a point C , 1·7 inches from B , erect a perpendicular CD , 2·25 inches long. Draw a circle, radius .98 inches, to touch CD and CA .
2. Construct a regular pentagon having each side 1·67 inches long. In the pentagon inscribe a square.
3. Within a circle, 1·36 inches radius, inscribe three equal circles, each touching the other two and the circumference of the first circle.
4. Construct the figure $ABCDE$ from the following data:—

AB 1·75 inches
 BC 2·2 "
 AD 1·6 "
 Angle ABC 120°
 " BAD 105°
 " ADE 120°
 " BCE 90°

5. Two towns 237 miles apart are 3·15 inches distant from one another on the map. Construct a plain scale to show tens of miles. Draw a line 140 miles in length.

N.B.—Figure and head the scale properly, showing the representative fraction.

GEOGRAPHY.

[Answers to PARTS I and II to be written in separate books, worked I and II respectively.]

PART I.

1. What is the shape of the earth? Name the different zones of climate into which the surface of the earth is divided, and state the extent of each in degrees? By what lines are the zones separated?

2. What is meant by the latitude and longitude of a place? How can the longitude of any place be ascertained?

3. What are igneous, metamorphic, and sedimentary rocks? Explain how springs are formed?

4. Draw a map of the Mediterranean Sea, naming the countries that border on it and the bays, gulfs, straits, and islands lying in it.

5. What are the following, and where are they situated :—Trinidad, Gibraltar, The Mauritius, Valparaiso, Vancouver, Mesopotamia, Brest, Waterloo, the Andes, Glasgow, Kiel, The Dardanelles, Cork, Tabriz, Belgrade?

PART II.

6. Name the different provinces into which British India is divided, giving the chief town and the designation of the ruler of each.

7. Describe the geographical situation, size, boundaries and relief of the Punjab. Name the principal rivers flowing through it, and eight of the chief towns in it.

8. Describe the position of the following towns and mention anything of interest connected with them :—Cuttack, Attock, Cherapungi, Moulmein, Roorkee, Jaipur, Kamptee, Belgaum, Calicut, Aurangabad, Bangalore, Port Blair, Galle, Mhow, Darjeeling.

9. What are the principal mineral products of India, and where are they found? What are the principal timber trees and food crops?

10. Explain why the rainfall of Bengal is greater than that of Sind.

PHYSICS.

1. Indicate any method of finding the diameter of a sphere.

2. Prove that the rule for finding the volume of a rectangular box holds also when the lengths of the edges are expressed in cms. and decimals of a cm., e.g., when the lengths of three edges meeting in a point are 16.81 cms., 41.08 cms. and 12.70 cms., respectively.

3. Describe any method of finding the relative densities of two liquids. A U-tube of uniform bore, about half filled with water, is fixed in a vertical position and oil (density 0.8) is poured into one limb till the water rises four cms. in the other. What mass of oil was poured into the tube?

4. What is meant by coefficient of expansion? A copper wire is found to be 0.034 cms. longer at 25°C. than it is at 5°C.; calculate accurately what its length would be at 0°C. (Coefficient of Exp. of Copper = 0.000017.)

5. What precautions have to be taken in determining the boiling-point of a liquid? Describe any method of determination.
6. Given a slab of glass with parallel faces and four pins, show how you would use them to verify the law of the refraction of light passing from air to glass.

7. Draw the image of a pin inclined to the surface of a plane mirror.

8. What is meant by *magnetic force*? Indicate the action of the Earth's magnetism on a freely suspended bar magnet.

9. How would you show experimentally that there are two kinds of electrification and that equal quantities of each kind are produced when a body is electrified by friction?

CHEMISTRY.

1. Describe how you would determine the melting-point of sulphur. Write an account of the properties of sulphur. How can crystals of sulphur be obtained?

2. What is the meaning of 'relative density'? How can the relative density of iron nails be determined?

3. What happens if you heat (a) nitre, (b) chalk, (c) blue vitriol, (d) green vitriol, (e) lead in air, (f) magnesia in air?

4. What is combustion? Describe experiments which show that air contains at least two different gases.

5. How can you show that in rusting and burning an increase in weight occurs?

What do you think is the use of blowing or fanning a fire to make it burn more quickly?

6. Describe a method for the preparation of oxygen, and give an account of its properties.

7. What takes place when sodium is thrown upon water? How can you tell whether the solution left behind is acid or alkaline?

How would you find out whether a given liquid was pure water or not?

8. How would you prepare carbonic acid gas? If carbonic acid is passed into lime-water what happens?

9. How can you show that hydrogen burns in air to form water? What precautions have to be taken in this experiment?

N. B.—*Draw diagrams where necessary. Special marks will be given for neat and clear diagrams.*

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ENTRANCE AND SCHOOL-FINAL EXAMINATION PAPERS.

1889.

ENGLISH.

A. H. PIRIE, ESQ.,
P. M. WALLACE, ESQ., B.A., } Examiners.

I. "Life would be *insupportable* to an old man, who, *loaded with infirmities*, feared death no more than in *the vigour of manhood*: the numberless *calumities* of decaying nature, and the consciousness of surviving every pleasure, would at once induce him, *with his own hand*, to terminate *the scene of misery*; but *happily* the *contempt* of death forsakes him at a time when only it could be *prejudicial*; and life acquires an *imaginary* value, in proportion as its real value is no more."

- (a) Re-write the above sentence, substituting simpler words or phrases explaining the meaning of those *italicized*.
(b) Parse (1) *in the vigour of manhood*; (2) *would induce*; (3) *only*; and state the difference of meaning caused by placing *only* after *could*.

II. Explain:—

- (a) Wherever you see a house with the doors open be very sure Fortune is not there.
(b) Far more lovely is the sturdy gloom of laborious indigence than the fawning simper of adulation.
(c) A letter written from such a place as this is a creation.
(d) The affairs of the Antediluvians lay in a narrower compass; their libraries were indifferently furnished; philosophical researches were carried on with much less industry and acuteness of penetration; and fiddles, perhaps, were not invented.

- (e) The hook in the wing of a bat is a compensating contrivance.
- (f) In whatever Station Horatio might be placed, he would climb if possible to the very top of the tree.
- (g) Gold, in the figurative language of the people, was "the tears wept by the Sun."

III. (a) Beauty strength and youth, with old age, weakness and deformity, lay undistinguished in "*the same promiscuous heap of matter.*"

Point out the terms which are contrasted with each other, and give the meaning of the expression in *italics*.

(b) "It has been said that he who retires to solitude is either a beast or an angel. The censure is too severe, and the praise unmerited."

Explain which word is the censure and which word contains the praise.

(c) "Thus was a *graminivorous* animal nurtured by a *carnivorous* and *predaceous* one."

Give the meaning of the words in *italics*, and state briefly the circumstance to which this refers.

(d) "Truth to say, he was a *conscientious* man that ever bore in mind the *golden* maxim, '*Spare the rod and spoil the child.*' Ichabod Crane's scholars *certainly were not spoiled.*'"

Give the meaning of the words and expressions in *italics*.

IV. (a) "There is nothing truly valuable which can be purchased without pains and labour."

Re-write this sentence in the *affirmative* form.

(b) "Desert, you, Madam!" exclaimed Janet, "desert you!—may the *Hope of my trust* desert me when I do so!"

Express this speech in the *indicative* form; and give the meaning of the *Hope of my trust*.

(c) "Take away his pipe? You might as well take away his nose!"

Re-write this in one sentence, beginning "To take away his pipe, &c."

(d) "The Prince replied: 'If, my Lord, I am to make

all my brave officers Admirals, I should have no Captains or Lieutenants in my service."

Change this speech into the *indirect* form.

V. Re-write in simple prose so as to explain the meaning :—

(a) "My boast is not that I deduce my birth
From lions enthroned and rulers of the earth ;
But higher far my proud pretensions rise—
The son of parents passed into the skies ! "

(b) "Sweet sleep that loves the cotter's hut.
Beyond the Baron's hall,
Sweet sleep that hears the peasant's prayer,
Nor heeds the monarch's call."

VI. (a) Tell what is meant by *rhyme*; and write down in pairs the rhyming words in Question V.

(b) Give the meaning of *iambus* and *anapæst*; and correct the following verse :—

"I am *king* of all I survey,
My right there is *no one* to dispute ;
From the centre all *around* to the sea,
I am master of the fowl and the brute."

VII. Explain :—

(a) "Flowers seem intended for the *solace* of *ordinary humanity*: children love them; quiet, contented, ordinary people love them as *they grow*; luxurious and *disorderly* people rejoice in them *gathered*; they are *the cottager's treasures*; and in the crowded town, *mark*, as with a *little broken fragment of rainbow*, the windows of the workers in *whose hearts rests the covenant of peace*."

(b) Trust me, ClaraVere de' Vere,
Form you blue heavens above us bent
The gardener Adam and his wife
Smile at the claims of long descent.
Howe'er it be, it seems to me,
'Tis only noble to be good;
Kind hearts are more than coronets,
And simple faith than Norman blood."

ENGLISH.

W. H. WRIGHT, Esq., B.A. } Examiners.
P. M. WALLACE, Esq., B.A. }

I. Classify "Nouns," giving *three* examples of each kind. Carefully show the three modes of denoting "Gender," with examples.

II. Enumerate the different classes of "Pronouns," and write an original sentence (not taken from any book) to illustrate the use of each kind of Pronoun.

III. What is meant by the following:—Cognate object; Dative of Interest; Strong and Weak verbs; Conjugation, Mood; Inflection of verbs.

IV. Give a few general rules with illustrations, showing how to distinguish the words of classical origin, from those belonging originally to English.

V. Explain and illustrate:—Compound sentence. Elliptical sentence. Subordinate Tenses. Metaphor. Simile. Purity of Style.

VI. Write an original sentence:—(not taken from any book) showing the usages of each of the following:—About. But only. But also. Since. Gang. Flock. Group. Fall in. Fall out. Take note. Dead. Still. Whether. Otherwise.

URDU.

Translate into English:—

ہم لوگ اسکے قبل اُس کنارہ دریا تک پہنچ گئے تھے جہاں کیا ناپک رہا تھا اور جو اُس دیوانہ ہاتھی کے محبس سے قریب تھا۔ اور اُس وقت نوکر چاکر ترکے مارے بد حواس ڈاہرا دھرو بھاگے جا رہے تھے۔ یقیناً عظیم الخلقت جانور بے انتہا ہوشیاری کے ساتھ اُس کھونتی کے اکھاڑ تالٹے کی کوشش بلاینخ کر رہا تھا جس میں کہ وہ بندھوا تھا۔ اور آخر کار وہ اس میں کامیاب ہوا۔ اسکے پیلے ہی زور شور کے اچھلنے میں وہ بھاری زنجیر جس سے اوسکے گپتائی بندھے ہوئے تھے اور جس کا ایک حلقة کسی قدر کھوزر اور پورا نہ تھا بالکل توت کیا۔ اور اوسنے اس حالت میں کہا یک بڑا سا کھوفتا اوسکے پیچھے لگتا ہوا تھا

یکا دیک اُس کہیپ پر حملہ کیا اور وہ بچ انتہا سمجھت آواز سے خالت
جنون میں چلا دیا اور گرجا - نیزہ برداروں کو اُس حملہ کا گھان
ہی نہ تھا - ایک بیچارہ اپنے چاول کی ہاتھی پر جہا کہوا ادھہ
بیجھے کوئلوں کو سلگا رہا تھا کہ اس مجنون جانور فی اُسکو اپنی
لانبی لچکیلی سوند سے پکڑ لیا اور بجز آواز موتكے اوسکو کسی
آور بات کا موقع ہی نہیں ملا کہ اوسکے ستر کو اُس ہاتھی نے
اندر کے چھلنکے کی طرح شخص پاش پاش کردا لا - اسکے بعد
یہ گھوڑوں کی طرف دوڑا جو کہ چاروں طرف کے غل و شور سے
خود ہی خاؤٹ اور پر شورش ہو رہے تھے اور اپنی اکاری
پچھاڑی کی رسیوں کو کھینچ تیر کر رہے تھے - غرض اس ہاتھی
نے ایک غریب قبولی گھوڑی کے پیٹ میں اپنا لانبا اور بے دھار
کا دانت گڑا دیا - گھوڑی نے ہر چند بھاگنے کی کوشش کی
مگو کچھ نہ بندی *

HINDI.

Translate into English :—

हम नदी के किनारे गये जहां रसाई है रही थी । उस जगह के पास ही वह स्तंष्ठ हाथी खूटे में बंधा था । अब सब नौकर चाकर घबराए हुए इधर उधर भागने लगे । वह भारी जानवर बड़ी धूरता से और बड़े ज़ोर से खूटे के उखाड़ने की कोशिश कर रहा था । अन्त में उसकी कोशिश सुफल हुई । उस ने बड़े ज़ोर के झटके से भारी जंजीर को जिसकी एक सींकड़ी घिस कर पतली हो गई थी तोड़ डाला । और खूटे को घिसलाते हुए और चिपाड़ भार कर चिल्लाते हुए तम्बुओं की ओर दौड़ा जो लोग बरक्का लिये खड़े थे उस हाथी के आने तक नहीं ढरे । एक शख्स जो चावल की हाँड़ी पर झुक कर आग बारने के लिये चूल्हा फूकता था उसको हाथी ने अपने लंबे सूड़ से पकड़ पाया ॥ और उसकी सौत की चिल्लाहट हमारे

कान तक पहुंच कर हस को भयचक नहीं करने पाई कि उस बिचारे का सिर उस मस्त जानधर के सश्वत जान पर झंडे की नाई घकने चूर हो गया। फिर हाथी घोड़ों पर दौड़ा। घोड़े पहले ही मारे डर के घबराये हुए थे और रस्सी तोड़ कर भागने की काशिश कर रहे थे। एक कायुली घोड़ा किसी तरह से रस्सी तोड़ कर भाग नहीं सका। उस के कांपते हुए पीठ पर हाथी ने अपने लंबे दांत का घुसेह दिया ॥

ARITHMETIC AND ALGEBRA.

PANDIT LAKSHMI SHANKAR MISRA, M.A., Examiner.

1. Define a fraction and show that $\frac{1}{3} = \frac{2}{6}$.

By how much does the difference of $1\frac{1}{2}$ and $1\frac{1}{3}$ fall short of their sum ? Express the defect as a decimal.

2. (a) Simplify $\frac{3\frac{1}{2} - 1\frac{1}{2}}{(3\frac{1}{2} - 1\frac{1}{2}) \times (1\frac{1}{2} - 1\frac{1}{2})}$

(b) Subtract .03 from .03 and divide the result by .102

3. Find the square root of .001 to four places of decimals. What number has .1 for its square root ?

4. What sum of money will amount to Rs. 1,381. 4 as. in 15 months at 5 per cent. per annum, simple interest ?

5. How long will it take to walk along the four sides of a square field which contains 16 acres 401 square yards, at 3 miles an hour ?

6. A and B complete a piece of work in 8 days ; B and C do the same in 12 days ; and A, and B, and C finish it in 6 days. In how many days will A and C complete the work ?

7. Show that $a - (b - c) = a - b + c$.

Remove the brackets from the expression

$$(x-a)(x-b)(x-c) - [bc(xa) + \{(a+b+c)x - a(b+c)\} x]$$

8. Find the Highest Common Divisor of $x^3 - 8x^2 - 12x + 144$ and $3x^2 - 16x - 112$.

Find the Lowest Common Multiple of

$$x^3 + a^3, x^3 - a^3, x^2 + ax + a^2, \text{ and } x^2 + a^2.$$

9. Simplify

$$(a) 42 \left\{ \frac{4x-3y}{6} - \frac{3x-4y}{7} \right\} - 56 \left\{ \frac{3x-2y}{7} - \frac{2x-3y}{8} \right\}$$

$$(b) \frac{a^4 - b^4}{a^2 + b^2 - 2ab} : \frac{a - b}{a^2 + ab}$$

10. Solve the following equations:—

$$(a) \frac{2(2x-1)}{9} - \frac{3x-2}{13} = 1$$

$$(b) \begin{cases} (a+b)x - (a-b)y = 3ab \\ (a+b)y - (a-b)x = ab \end{cases}$$

11. If $a:b::c:d$ prove that

$$a^2 + b^2 : a^2 - b^2 :: c^2 + d^2 : c^2 - d^2.$$

12. A who travels $3\frac{1}{2}$ miles an hour starts $2\frac{1}{2}$ hours before B who goes the same road at $4\frac{1}{2}$ miles an hour; where will he overtake A?

GEOMETRY AND MENSURATION.

F. H. FIRTH, Esq., }
H. O. BUDDEN, Esq. } Examiners.

1. Enunciate all the propositions of Euclid, Book I, in which the equality of three parts in a pair of triangles involves equality in all respects.

2. Construct a triangle, having given the base, one of the angles at the base, and the sum of the sides.

3. To describe a parallelogram that shall be equal to a given triangle and have one of its angles equal to a given rectilineal angle,

4. From a given point in one of the sides of a triangle, draw a straight line to meet the other side produced, so that the triangle thus formed, shall be equal to the given triangle.

5. In every obtuse angled triangle, the square on the side subtending an acute angle, is less than the squares on the sides containing that angle, by twice the rectangle contained by either of these sides, and the straight line intercepted between the perpendicular let fall on it from the opposite angle, and the acute angle.

6. In any triangle the sum of the squares on the two sides is equal to twice the square on half the base together with twice the square on the straight line joining the vertex to the middle point of the base.

7. (a) From a given circle to cut off a segment containing an angle equal to a given rectilineal angle.

(b) Having given the base and the vertical angle of a triangle, show that the triangle is greatest when it is isosceles.

8. To inscribe an equilateral and equiangular pentagon in a given circle.

9. Find the cost of lining a rectangular cistern, 12 ft. 9 in. long, 8 ft. 3 in. broad, and 6 ft. 6 in. deep, with sheet lead weighing 8 lb. per sq. ft. and which cost £1. 8 s. per cwt.

10. A tower, which stands on a horizontal plane, subtends a certain angle at a point 160 feet from the foot of the tower. On advancing 100 feet towards it, the tower is found to subtend an angle twice as great as before. What is the height of the tower?

11. The sides of five sided figure ABCDE are $AB=25$ ft.; $BC=29$ ft., and $CD=39$ ft., $DE=42$, and $EA=27$ ft. Also $AC=36$ ft., and $CE=45$ ft. Find its area.

12. Draw a plan, and find the area of a piece of land, from the following notes:—

	$\odot A$	
0	672	
72	416	
	294	0
	220	12
0	142	
38	55	
Turn	to the	right.
	$\odot C$	
0	640	
60	543	
0	305	
30	220	
Turn	to the	right.
	$\odot B$	
0	416	0
	364	15
	200	25
	0	0
From	$\odot A$	go N. E.

ARABIC.

MAULVI SYED AMJAD ALI, M.A., Examiner.

I. Translate into English:—

قييل كان في أيام سليمان رجل يقال له حزيمه بن بشر من بني اسد كانت له مروة ظاهرة و نعمة حسنة و فضل وبر بالآخرة - فلم يزل على تلك الحالة حتى قعدها الزمان فاحتاج الي اخوانها الذين كان يوا سببهم - فواسوه حينا - فلهم لاوح له تغييرهم اتي امرأ ته وكانت ابنة عمه - فقال لها يا ابنة عمي قد رأيت من اخوانك تغييرا - وقد عذمت على ان الزم بيته لكي ان ياخذني الهرت - فاغلقها بها و اقام يلتقطها حتى فد وبقي حادرا *

II. Give the original forms of the following, in the above extract, with diacritical marks, i.e., حركات و سكون.

قييل - أيام - يقال - بني - مروة - لم يزل - بر - الحالة -
احتاج - واسوة - لاح - اتي - عم - اقام - حادرا *

III. Give the Urdu meanings of the following and supply their singulars or plurals as the case may be:—

طريق - افنان - ایوان - شہاب - دینار - مناطق - موالد -
ابطال - سوق - جمائل *

IV. Write idiomatic Urdu or English expressions for the following:

سقط مخشيها عليه - درخت عيناه - قرع الباب - غر غرت
عيناه بالدموع - ابتداه الخلهان - اغهي عليه طوبلا - جعل يختلف
ويانك - قاتلک الله - اقبلت اشق الصفو - فتح الله علي *

V. Explain the origin and use of the following proverbs and rewrite them with diacritical marks:—

تسبيح بالهديد مي خير من ان ترأة - لكل فرعون موسى *

VI. Enumerate and give example of:—

(1) حروف المجر - (2) حروف نصب الفعل - (3) حروف الجزم *

VII. Explain, as clearly as you can, the following

verses, naming the author and mentioning what you know about him; either in English or in Urdu:—

اذا ما الناس جربهم کبیب * فانی قد اکلتهم وذاقا
فلم ارودهم الا خدا عما * وام ار دینهم الاتفاقا

VIII. Explain allusions in the following and comment on the word باقیس:—

فقد هد قدم عرش بلقيس هد هد * و خرب فار قبل ذا سد مارب

IX. Translate the following verses into English:—

يا دھو مہلا کم تجورو و تعتدی * ولکم باخوانی تروح و تختدی
ما آن ان ترثی اطول قشتنی * و ترق یامن قبله کا جله
واسأت احبابی بها اشہت بی * کل الجدات بھاصنعت من الودی
وقد اشتغی قلب العدو بھاری * من غربتی و صدابتی و تو حدی
لم یکفہ ماحل بی و من کریۃ * و فراق احباب و طرف ارمد
حتی بیلت بضیق سجن لیس ای * فيه انسیں غیر عض بالبید
ومدامع تمہی کفیض سحائب * و غلیل شوق نازہ لم تخدمہ
شوق اکا بد و حزن مختلف * و وقت فی و جد مقیم مقعد

ARABIC.

MAULVI SYED AMJAD ALL, M.A., Examiner.

I. Translate into English:—

فہشینا الی آخر النہار - فدخل علينا المیل و نہن علی هذه الحالۃ -
فنهمنا قلیلا - و استیقة ظنا من معا منا - و اذا بتھیان عظیم
قد احاط بنا و بلغ و احدا منا - فتهجیبنا من ذلک غایۃ
التهجیب - و حزتنا علی رفیقنا - و صرنا فی غایۃ الخوف علی
انفسنا - و قلنا والله هذا امر عجیب - ثم إننا قیمنا فہشینا
فی الجزیرۃ - و اکلنا من ثمرها - و شرینا من انها رہا -
و ام ذل فیها الی وقت المساء - فوجدنا شجرۃ عظیمة
عالیۃ فطلعننا ها - و نینا فوقها *

مات سیف الدوّلة فی سنۃ سبع و خمسین و تیسراً - و کان
موته بحلب فی صفر - و حمل قابوته الی میا فارقین

فُدْفَنَ بِهَا - وَ كَانَ مَوْلَدَهُ فِي ذِي الْحِجَّةِ سَنَةً ثَلَاثَةَ وَ ثَلَاثَةَ مائَةٍ -
وَ هُوَ اولُ مَنْ مَلَكَ حَلْبَ مِنْ يَمِينِ خَمْدَانٍ - أَخْذَهَا مِنْ أَحْمَدَ
بْنِ سَعْيِدِ الْكَلَابِيِّ نَائِبًا لَا خَيْشَدَ - وَ كَانَ سَيْفُ الدُّولَةِ
شَجَاعًا كَوَيْهَا شَاعِرًا - وَ لَهَا تَوْفِيقٌ سَيْفُ الدُّولَةِ مَلَكٌ بِلَادَهُ
بَعْدَهُ أَيْنَهُ - وَ فِي هَذِهِ السَّنَةِ تَوْفِيقٌ أَبُو الْفَرْجِ - قِيلَ أَنَّهُ
جَمِيعُ كِتَابِ الْأَغْنَى فِي خَمْسَيْنِ سَنَةٍ - وَ حَمْلَهُ إِلَيْهِ سَيْفُ
الْدُّولَةِ - فَاعْطَاهُ أَلْفَ دِينَارٍ - وَ اعْتَدَرَ إِلَيْهِ *

II. Translate into Arabic supplying diacritical marks very carefully:—

(1) Let no one who can write refuse to write; (2) I am afraid he will not leave me; (3) I journeyed till I entered it; (4) Is there a man in thy house? (5) There was a merchant and there were to him three sons and four daughters; (6) Man is compounded of soul and body; (7) He killed himself with his own hands; (8) Joseph (يوسف) came to me, I saw Joseph, and I passed by Joseph; (9) Noah (نوح) called his Lord; (10) Lord! My son is in my family; (11) Verily Thy promise is true; (12) And Thou art the most merciful of all; (13) He said, O Noah! he is not in thy family; (14) He is an immoral fellow; (15) Abraham was father of Ismael; (16) An Abraham came to me and spoke of another Abraham; (17) When Omar (عمار) comes to thee give him this book; (18) Amru (عمرو) saw two men and three women; (19) These two men came from Mecca (مكة): (20) I will certainly stick to thee until thou givest my due on thee; (21) All praise is due to God, the Lord of the whole world; (22) A ruler without Justice is like a river without water; (23) I have neither gold nor silver by me; (24) I wrote on paper with the reed pen; (25) Honour thy guest, whether he be rich or poor.

PERSIAN.

SHAMS-UL-ULAMA MAULVI ZAKA-ULLAH, KHAN
BAHADUR.

MAULVI ABDUL JALIL. MUNSHI RAM KISHEN.

} Examiners.

I. Write out and translate literally any four prudential maxims (نَزَدَهَا سَوْا مِنْهَا) of Sádi that you may remember. Translate the following phrases:—

کارها بصبر بر آید و مستعجل بسر در آید - احمد مجتبی -
معهد مصطفی - صلی اللہ علیہ وسلم *

II. Translate the following passage into English; and explain in Persian allusion it contains:—

اکثر ارباب اخبار اتفاق دارند که اُن قدوئ احرار در مبدع
حال در سلک سهالیک یکی از بنی اسرائیل انتظام داشته و در
سبب آزادی او وجوه متعدد ثبت نموده اند و اکثر آنها در
ساترالملوک مرقوم کلک بیان گشته درین مقام خوفا علی التطویل
بر ایراد یک روایت قناعت نهاید *

III. Re-write the following passage in Persian, avoiding the use of Arabic words as far as possible:—

فاخت مطابق قانون سلطنت کبیری اسپان باد پا با ایران
مرصح و مینا و فیلان نامی کوہ پیکر با ساز های مکمل و مکمل
و مرح و مطلبا از نظر آنور میگذرند بعد از آن شاهزاد های
والا تبار درجه بدرجه در قرب سریر خلافت و مسند سلطنت
اجازت نشتن دارند *

IV. Explain in Urdu the purport of the following passages:—

(a) اردوے گیہان پوے شہریست روان و ملکیست ہمیشہ
آبادان - و کثرت ہجوم اردوے جہان پیہما از ناطق و صامت
بهرتبه میشود کہ پہلو و بدش و دوش بدوش و پائے بروپائے
یک دیگر گذاشته میرونند و ارباب حرفت و صنعت که وطن
مالوقة انہا اردو بازار است و خانہ بر دوش این طائفہ است
با اھماں و ائماں و اهل و عیماں بجهیت خاطر و فراغ بال با
افسانہ و قرانہ طی منازل سی نهایند و در کوچ و مقام باهم
کد خدائیها می کنندو تو والد و تناسل پسرو دختر در اردو می
شود و اطفال را در سبد اندخته و سبد را بر دوش گذاشته
بمنزل می آرند حفظ الہی و عدالت شاہنشاہی شامل حال
خلافت است با این ہمه انبوہی واژد حاکم که از احاطہ تصور بیرون

میریا شد طافل یک روزہ و پیر صد ساله از دست و پائے اسپ و
غیل سلامت می روی مطربان و رقا صان بازیگران هر دیار فعنه
کنان و دن زنان می آیند و صدائے جرس و زنگ و زنگوله و آواز
مردم و شور و غوغاء انسان و حیوان بفرستنکها میرسد *

(b) متهز جز طویله نباید جائے پا بگذارد غریبل نباید هر
گز اطاق من بیفتند - امروز کریم مهتو غلبیر را دست گرفته
اطاق من آمد گلبهیرش را اینجا گذاشته رفته است غفلتاً
گوشہ کهانش پاگذاردم - گوشہ دیگرش بلند شده چنان بزانوام
خود را که حالا هم از درد آن نهی تو انم پایم را حرکت بدhem *

V. Explain the formation of the following words. Give examples of similar forms.

حامت - طائفه - مستحب - اصرار - مبدع - منازل *

VI. Explain the following extracts a, b, c, d, either in English or Persian :—

ریگ آموی و در شیهای آن زیر پایم پرنیان آید همی (a)
میر ما است و بخاره آسیان ما سوی آسیان آید همی

Mention the various readings of the first couplet (ش) State the object of the poet in writing this Kasida. Did he attain that object ?

(b) اگر مادر شاه بانو بودے مراسیم وزر قابضانو بودے
چواندر تبارش بزرگی نبود نیارت فام بزرگان شنود

Write any two couplets composed by other poets in praise of Firdousi.

دشوار بود بازگ تواز خانه بد هلیز (c)

آسان روی آواز وے از بلخ به بلخ ار

در دست خود مند همه حکمت گویند

جز را ذخایرد همه در دست سبکسوار

کلا غسان طبیعت را زیاغ انس بیرون کن

همیا پان سعادت را بدام امتحان درکش

چو خاص الخاصل جان گشتني ذ صورت پاے بیرون نه
ہزاران شربت معنی بسیکدم رائگان درکش

Write out the words having اضافی in the last two couplets above.

Explain the composition of the following words, and give the meaning of the elements of which they are compounded:—

رائگان - دشوار - بلغار - دھلیز - سبکسار - کتخدائی

(d) نست صبا در خیال نافہ کشائے آمدہ است

پرسو ہو سنگ باں غالیہ سائے آمدہ است

ابر مشعبد نہاد پیش طلسس بہار

ہر ستر از ہر شجر سخونہای آمدہ است

گفتہش چیست کد خدائی گفت ہفتہ عیش و غصہ سائے چند

گفت اورا مٹال دنیا چیست گفت زالی کشنده خالی چند

الوں نعہتی کہ نشاید سپاس گفت

واسباب راحتی کہ فدائی شہار گرد

اجڑائے خاک تیرہ بتا تیر آفتاب

بستان و میوا و چمن و لالہ زار گرد

بگردون تیرہ ابرے بامدادان بوشہ از دریا

جو اهر خیزو گوہر ریزو لو لو پیز و گوہر زا

قفسش باقیر آسودہ داشن باشیر آمودہ

برون پر سرمه سودہ درون پر لو لو لالا

(e) Give the masdar of پیز-خیز-ریز Give the antecedent of تنش in ش

VII. Write the aorist (مفارق) and the continuative past tense (ماضی استمراری) of the following verbs:—

رُستن - رُستن - جَستن - جُستن - گُزیدن - گَزیدن - نوشتن

نوشتن

PERSIAN.

SHAMS-UL-ULMA MAULVI ZAKA-ULLAH, KKHAN
BAHADUR.

MAULVI ABDUL JALIL.
MUNSHI RAM KISHUN.

Examiners.

1. Translate into English:—

پلندگ گفت آورده ازد که روباء گرسنه بطلب طعنه از سوراخ برآمد هر جانبیست نگا پوے میکرد فاگهان بوئے که آسایش روح او باشد شهید و بجانب آن شناخت پوست پاره قازه دید که یکت از دان گوشت خورده برد و پوست رها کرد - چشم روباء از آن روشنائی یافت و تن او توافقی گرفت آن را یچنگال گرفته روے بگوشه فهاد - درمیان راه گذرش بر کنار دهی افتاده مرغان فربه دید که دران صحراء می چریدند و زیرک غلام نگهبانی ایشان میکرد - روباء را میل گوشت منغ در چنبش آورده از پوست پاره فراموش کرد درین میان شغالی گذر کرد پرسید که اے برادر غمگین می فهمائی چه واقع دست داده روباء گفت اے عزیز گرسنه گی بسیار کشیده ام و خداوند روزی پوست پاره بهن ارزانی داشته وحالا آزوی دارم که ازین مردان یکت بچنگ آورم و عیش گوار - سازم - شغال گفت خیال مصال فر سرداری من مدت‌ها در کهیان نهان می باشم آن غلام زیرک را که می بینی در نگهبانی صید آن اهتمام دارد که این مقضود نهی آید یا این کهنه بهمنزد حیال خورستدم و درین آزوها روزت بشب و شبی بروز می آرم - تو که پوست پاره یافته غمیخت شهار وازین فضوی در گذر - روباء گفت ای برادر مواهیت بلند نهی گذارد که بپاره پوست به منه سر فرو آرم ودل از گذت گوشت فربه بر گیرم - شغال گفت ای خام طمع حرص واهیت بلند نام کرد نهیدانی که راحت در قناعت است - می قرسم که درین فضوی که در پیش گرفته آن پوست پاره

هم از دست رود تو یکبارگی از پاے درآئی - و قصه تو
پقصه آن دراز گوش می ماند که دم می طلبید و گوش نیز
بُر باد داد *

2. Translate into Persian :—

He said that his chief's wish was to make his friends happy. The old chief is in great grief, because his friend is dead: My friend told me that all the chiefs would be at Darbar.

(a) A fierce wolf flew at the little girl, and caught her in his mouth. The little bird flew away with a piece of bread in its mouth. To each of his sons he gave piece of land and a small house. He said that he had taken out the old screw and put in a new one. He told me that he had screwed the two pieces of wood together. He said that she had screwed down the top of the box.

(b) A father who contracts debts is an enemy ; a mother who is unchaste is an enemy ; a wife who is beautiful is an enemy ; and a son who is not learned is an enemy.

(c) There are two delicious fruits of this world, the poisonous tree, viz; the nectarine taste of poetry and literature, and society of good people.

(d) As jewels are without dress, food without ghi, so is life without knowledge.

SANSKRIT.

PANDIT A. R. BHATTACHARYA, M.A., Examiner.

I. Turn the following sentences into your own Sanskrit, i.e., re-write them, avoiding words and constructions of the text as far as possible :—

कस्मिंश्चिदधिष्ठाने ब्रह्मदत्तनामा ब्राह्मणः प्रतिवसति सम् ।
सच्च प्रयोजनवशात् यासे प्रस्थितः स्वमात्रा श्वभिहितः ।
वत्स कथं त्वमेकाकी ब्रजसि, तदन्विष्यतां कश्चिद् द्वितीयः
सहायः । स आह अस्व मा भैषीः निरुपद्रवोऽयं मार्गः
ततो गुरुकार्यवशादेकाकी गमिष्यामि ॥

II. (a) Decline the base of the following words throughout the *Vibhaktis*, in the gender in which they are used here :—

कश्चित्, एकाकी, ब्रह्मदत्तनामा

(b) If you take away the particle स्म, would the meaning of the predicate in the first sentence be in any way affected?

(c) Change the construction of the sentence स स्वमात्रा अभिहितः from the passive into the active.

(d) Conjugate the root of प्रतिवसति in लिद् (second preterite) and ल्वद् (second future), and that of अभिहितः in ल्वद् (present).

(e) Parse आह and note peculiarity in the form and use of मा भैषोः।

III. Render the following stanzas into prose, avoiding words and construction of the text as far as you can:

सनोरथानां न समाप्तिरस्ति
 वर्षायुतेनापि तथाब्दलक्ष्यैः ।
 पूर्णेषु पूर्वेषु पुनर्नवाना
 सुत्पत्तयः सत्ति सनोरथानाम् ॥
 पद्म्यां गता यौवनिनश्च जाता
 दारैश्च संयोगमिताः ग्रसूताः ।
 दूष्टाः सुतास्तत्तनयप्रसूतिं
 दृष्टुं पुनर्वाङ्कृति मैज्ञतरात्मा ॥
 आमृत्युतो नैव सनोरथाना
 सन्तोऽस्ति विज्ञातमिदुं सयाद्य ।
 सनोरथासक्तिपरस्यचित्तं
 नजायते वै परसात्मसङ्ग्नि ॥

IV. (a) Note the peculiarity in the gender and number of शारैः

(b) Give the component parts (प्रकृति प्रत्यय) of यौवनिनः and इताः

(c) Exound the *Samasa* of the compounds.

मनोरथामक्तिपरस्य, परमात्ममहि ।

V. Translate into English :—

ततोऽन्तरिक्षगो वाचं व्याजहार नलं तदा ।
 हन्तव्योऽस्मि न तेराजन् करियामि तत्रप्रियम् ॥
 दमयन्ती मकाशे त्वां कथयिष्यामि नैषध ।
 यथा त्वदन्यं पुरुषं मंस्यते सा न कहिंचित् ॥
 एवमुक्तस्ततो हंमसुत्सर्ज महीपतिः ।
 ते तु हंसाः समुत्पत्य विद्भानगमस्ततः ॥
 विद्भानगरीं गत्वा दमयन्तीमन्तिके ।
 निषेतुस्ते गहत्मन्तः सा ददर्श च तान् खगान् ॥
 अथ हंसा विस्तृपुः मर्वतः प्रभदा वने ॥
 दमयन्ती तु यं हंसं भसुपाधावदन्तिके ।
 स मानुषीं गिरं कृत्वा दमयन्तीमथाव्रवीत् ॥
 दमयन्ति नलो नाम निषेषु महीपतिः ॥
 अश्विवनी; सदृशो रूपे न समास्तस्य मानुषाः ॥
 तस्य वै यदि भाष्यो त्वं भवेषा वरवर्णिनि ।
 सफलं ते भवेज्जन्म रूपञ्चेदं सुनध्यमे ॥

VI. Quote half a dozen slokas from the *Chanakya-Niti*, and explain them in English.

SANSKRIT.

PANDIT A. R. BHATTACHARYA, M. A., Examiner.

I Translate into English :—

(a) सर्वः पदस्यस्य उहृष्टन्धुरापदि दुर्लभः ।

ये यान्त्यापदि बन्धुत्वं उहृदो बन्धवश्चते ॥

(b) किं नु मेस्यादिदं कृत्वा किं नु मेस्यादकुर्यसः ।

इति संचिन्त्य मनसा प्राञ्जः कुर्वीत वानवा ॥

(c) श्रासीदयोध्यायां पुरि भूरिवसुन्नर्मलवणिक् । तस्य
 प्रचुर वसुन्नर्मल पुत्रो बभूव । स च पितरिमृते लब्धपितृविभवः
 पितृपरिजन वृद्धान् पृच्छतिस्म । हे वृद्धाः कथयत मम पिता
 केनोपायेन धनमै तावत् अर्जितिवान् । वृद्धा ऊचुः । वणि-
 ज्यया केवलम् । प्रचुरवसु रुवाच । कीदूशी सा वणिज्या ।
 वृद्धा ऊचुः । साधो पिता तव वाराणस्यां क्रीतं वस्तु अयो-
 ध्यायामयोध्यायां क्रीतं वस्तु वाराणस्यां विकीय यदा यत्र
 सुलभं तदा तत् क्रीणाति महार्घविक्रीणीते । ततो भवानपि
 व्यवसायं कर्तुमहेति ॥ पुरुषो व्यवसायं विना लक्षेष्वरोऽपि
 लदम्यापरिहीयते ॥

II. Translate into Sanskrit :—

(a) No hands has He, nor feet, nor eyes, nor ears ;
 And yet He grasps and moves and sees and hears.
 He all things knows, Himself unknown of all,
 Him men the great primeval Spirit call.

(b) There was a king of *Ajodhya* named *Dasaratha*. *Rama*, *Lakshmana*, *Bharatha* and *Satrughna* were his four sons. *Kaikeyi*, a wife of *Dasaratha*, caused *Rama* to go to the forest—there to reside for fourteen years. *Rama*'s wife, *Sita*, and his brother, *Lakshmana*, accompanied him. At that time *Ravana* was the king of the *Rakshasas* in the island of *Lanka*. He carried off *Sita*. *Rāma* went to *Lanka* with an army of monkeys. He killed *Rāvāna* and gave away the kingdom of *Lanka* to *Rāvāna*'s brother *Vibhishana*, and returned to *Ajodhya* with his wife and brother.

HISTORY AND GEOGRAPHY.

H. G. J. SIDDONS, Esq. }
 A. VENIS, Esq., M.A. } Examiners.

I. Give some account of the early inhabitants of India. What is the present population of this country ?

II. Sketch the life of Akbar the Great, and show how he organized the Empire.

III. Write a short account of the great Mahratta confederacy.

IV. Mention some of the chief events connected with the administration of Lord William Bentinck.

V. Narrate briefly the chief events in the reigns of Henry VIII. and Elizabeth.

VI. State what you know of the following :—

Simon of Montfort ; Wycliff ; Oliver Cromwell ;
Maud ; Marlborough ; Wellington.

VII. Describe Magna Charta ; the Habeas Corpus Act ; the Petition of Right ; the Declaration of Right ; the Septennial Act ; the Act for the better government of India (1858).

VIII. Name in order, and give a brief description of the places you would pass in making a coasting voyage round India from Bombay to Calcutta.

IX. Draw a sketch map of the Nile, marking tributaries and towns on its banks.

What is meant by the *right* bank of a river ?

Name two famous African explorers.

X. Describe the new route from England to the East *via* Canada or *via* the United States.

XI. What are the chief islands of the Indian Archipelago ? Name their products and account for the fact that two distinct divisions of animal life are to be found there.

XII. Define "climate," and give some account of the various causes that affect it.

XIII. Explain carefully how springs are formed. What is the difference between a *hard* spring and a *soft* spring ?

ENTRANCE EXAMINATION, 1890.

ENGLISH.—FIRST PAPER.

W. C. HORST, Esq.	A. H. PIRIE, Esq.	}
C. E. WELBY, Esq.		
BABU MODHU SUDAN MUKERJI.		

Examiners.

I. Explain the following passage :—

Who ever gazed upon the broad sea without emotion ? Whether seen in stern majesty, hoary with the tempest, rolling its giant waves upon the rocks, and dashing with resistless fury some gal-

lant bark on an iron-bound coast, or sleeping beneath the silver moon, its broad bosom broken but by a gentle ripple, just enough to reflect a long line of light—a path of gold upon a pavement of sapphire;—who has looked upon the sea without feeling that it has power to stir the soul with thoughts profound?

II. Substitute other words for those that are italicized in the following expressions :—the earth is *constantly on the wing*—the forest *older than the flood*—the issue of the combat *all had foreseen*—he replied that he was a *citizen of the world*—the skilful Lombard *took the initiative* in that business—fruits that *rise between the tropics*—in 1745 the Leyden jar was *stumbled on*—of all the millions of the *Modern Babylon*.

III. Explain clearly :—

- (a) Nature abhors a vacuum.
- (b) A more economical nature yields nothing except to the sweat of Man's brow.
- (c) Trade is the golden girdle of the globe.
- (d) Time writes no wrinkle on thine azure brow.
- (e) About the hour when the bloody die was to be cast for the life or death of Rebecca.
- (f) Sunny tokens of the line.
- (g) We see the Great Western Road, as far as the eye can reach, thronged with a bleating mass of wool.
- (h) Defoe was a century before his time.
- (i) The infusion of a China plant is sweetened with the pith of an Indian cane.
- (j) In one rich soul Plato, the Stagirite, and Tully joined.

IV. Write the meaning of the following passages in simple prose:—

- (a) And should my youth, as youth is apt, I know,
Some harshness show,
All vain asperities I day by day
Would wear away,
Till the smooth temper of my age should be
Like the *high leaves* upon the holly tree.

- (b) Haply some hoary-headed swain may say,
“Oft have we seen him at the peep of dawn,
Brushing with hasty steps the dews away,
To meet the sun upon the upland lawn.”

V. “Say to the Grand Master,” replied Rebecca, “that I maintain my innocence, and do not yield me as justly condemned,

lest I become guilty of mine own blood. Say to him that I challenge such delay as his forms will permit, *to see if God, whose opportunity is in man's extremity, will raise me up a deliverer.*"

(a) Turn the above passage from the direct into the indirect form.

(b) Give the meaning of *whose opportunity is in man's extremity.*

(c) Parse the words that are printed in italics.

VI. Explain clearly the allusions in :—

(a) To the lantern.

(b) Let the hawk stoop, his prey is flown.

Write grammatical notes on *rounds* and *building* in—

(c) The watchmen paced their *rounds*.

(d) While the mill was *building*.

Supply the words that are omitted in—

(e) And happy were my limbs fleet enough to repair the mischief done by my tongue.

VII. Derive :—Copper, pyramid, cambrie, sterling. How do the names Kilmarnock and Lancaster throw light on the origin of the places to which they belong ?

VIII. Explain :—

(a) "Heaven helps those who helps themselves" is a well tried maxim, embodying in a small compass the results of vast human experience. The spirit of self-help is the root of all genuine growth in the individual, and exhibited in the lives of many, it constitutes the true source of national vigour and strength. Help from without is often enfeebling in its effects, but help from within invariably invigorates.

(b) Beware of too sublime sense

Of your own worth and consequence !

The man who dreams himself so great,

And his importance of such weight,

That all around, in all that's done,

Must move and act for him alone,

Will learn in school of tribulation

The folly of his expectation.

IX. Write short notes on :—Rowland Hill, Teneriffe, Ivanhoe, The British Solomon.

ENGLISH.—SECOND PAPER.

I. By the help of suffixes convert the following adjectives into nouns :—*sweet, wise, pure, perfect*; the following nouns into adjectives :—*grace, brother, foot, wood*; the following adjectives into verbs :—*just, humble, strong, wide*; and the following verbs into nouns :—*dig, sow, receive, think*.

II. Construct sentences showing the use of *high* as (1) adjective and (2) adverb, of *step* as (1) noun and (2) verb, *that* as (1) relative pronoun, (2) conjunction, and (3) adjective, and *but* as (1) adverb, (2) conjunction, and (3) preposition.

III. (a) What is meant by *regular* and what by *irregular* comparison? Compare *ill, high, upmost, gay, evil, and pretty*.

(b) Construct complete sentences, having a noun as subject, containing (1) the past progressive of *lie*, (2) the past indefinite passive of *catch*, the present progressive, passive of *cut*, and the future perfect passive of *smite*.

IV. Define and illustrate by examples the following grammatical terms :—A noun in opposition, the nominative absolute, cognate object, extension of the predicate, complex sentence, antecedent, reflexive pronoun.

V. Give the *general* analysis of the following sentence, pointing out the nature of the different clauses, and stating their grammatical relation to each other; and parse fully the words in italics :—“All the remedy *that offered* to my thought “at *that* time was to get up into a thick bushy tree *like* a fir, “which grew near me, and where I resolved to sit all *night*, “and consider next day what death I should die, for as *yet* I saw no prospect of life.”

URDU TRANSLATION.

Translate from Urdu into English :—

چھوٹی چھوٹی تجارتگاهیں جہاں گاؤنکے لوگونکی ضروریات مل سکیں ہر جگہ چند میلؤں کے فاصلہ پر موجود ہیں۔ یہ مقامات اکثر چند کچھے مکان اور جھوپڑوں کے اجتماع سے بن گئے ہیں اور کسی سڑک کے دونوں جانب واقع ہیں۔ ان میں کہیں ایک دو مکان ایسے بھی ہیں جنکی کوئی اور کھپڑیل سے صاف

ظاہر ہے کہ یہ غلہ ڈووشوں اور سہاجنوں کے مکان ہیں۔ اور یہ دونوں پیشے اکثر ایک ہی شخص کرتا ہے۔ سو اے اُنکے ایک تو گیروا ہوتا ہے جو پیتل کے برقن کھانے اور پینے کے بیچتا ہے جو کہ وہاں کے لوگوں کے گویا کل اسباب خانہ تصور کیتے جاسکتے ہیں۔ اور چند بزار ہوتے ہیں جنکے بہت تھوڑے کم قیمت روئی کی دوکان۔ اور ایک یا چند چھپر جسکے نیچے ایک حلوائی کی دوکان۔ ایک سوچا سوچے پتوں کے اُن سے دال یا جوار اولادا ہے جسکے بیرونی ناشستہ مساقر کو فہیں مل سکتا۔ کیونکہ روئی سوے آور کوئی کبی جگہ سے عالمدہ کرکے کھانا مذہب میں منع کو رسوئیں کی جگہ سے عالمدہ کرکے اکثر دو دن فی ہفتہ ہے۔ جن دنوں میں بازار لگتا ہے جو کہ اکثر دو دن فی سایہ میں تیوڑی دیر کے لیئے دوکانیں لگائی جاتی ہیں جنہیں بساطی اور بندھے چٹائیاں بچھا کر شیشہ کے داؤں کے مالی اور چھاچم رنگیں پہنچیاں لاکھہ یا شیشہ کی اور تمباکو کو (سوچا) دو چبانے کو اور میٹھا ملایا ہوا گئی بنایا ہوا پینے کو) اور تھوڑے بہت اقسام مختلفہ کے معہولی اور قرکاریاں عالمدہ عالمدہ سریا کرو اور کھو اکر رکھتے ہیں۔*

HINDI TRANSLATION. Translate from Hindi into English:—

सर्वत्र बनिज व्यौपार की छोटी २ वस्तियां बीघ २ में चन्द मील के फ़ासले पर बसी हैं। जहां दिहाती रिश्याया के प्रयोजन की वस्तु मिलती हैं। ये वस्तियां सड़क के किनारे पर स्थित होती हैं और कच्ची भीत के खोपड़ों की होती हैं। जहां तहां दो एक दो मनजिले सकान भी नज़र में आते हैं जिन के ऊपर के कोठों से और खपरों से यह नालूम हो जाता है कि वह किसी बड़े बनिया या नहाजन का रहने

का सकान है ॥ ये लोग गङ्गा बेचना और लेन देन का दीनों पेशों का एक साथ उठाये रहते हैं ॥ इन बनियों के सिवा वहां ठठेरे भी बसते हैं जो खाने पीने के याली लोटों की सरबराह करते हैं । और यही बर्तन बहुतेरों की यहस्यी का कुल असबाब होता है ॥ उसी बस्ती में एक बजाज़ भी दूकान रखता है जिसके पास घोड़े से सहते सूती कपड़े और भोटे किस्स के ऊनी कम्बल रहते हैं ॥ और हलवाई भी वहां रहता है ॥ और दो एक भोपड़ों में भुजवे भार में खुखे पत्तों की आग की आंच पर चना, भुटा, या, लाजरा भूजते हैं ॥ और यही घण्टिकों का आहार होता है । ज्योंकि ये अपने धर्म की अर्धांशा के अनुसार चौके के बाहर घर की पकाई रोटी नहीं खाते ॥ जब (हफ्ते में दो दिन) हाट लगता है सड़क के किलारे घेड़ों के तले घोड़े काल के लिये दूकानें खड़ी हो जाती हैं ॥ और ज़मीन पर चटाई बिछा कर फेरी बाले और पसारी फाल के दाने, रह्न बरह्न की लाह की खूड़ियां, तभाकू (सूखी लुंह जैसे दखकर कुचुलने के लिये और गुड़ में सना लुगदी हुक्का जैसे पीने के लिये) और साधारण प्रकार के शुद्ध ससाले और भाजी तरकारी धरते हैं ॥

ARITHMETIC AND ALGEBRA.

FIRST PAPER.

PANDIT LAXSHMI SHANKAR, M.A., Examiner.

1. Multiply 347695 by 2.0026, and divide the product by 01905.

2. Simplify :—

$$1\frac{3}{8} + 3\frac{1}{3} - 5\frac{6}{7} + 2\frac{1}{4} - 1\frac{1}{2}$$

3. Find by practice or otherwise the value of 2,345 mds. 27 seers and 10 chhataks of wheat at 3 Rs. 10 as. 8 ps. per maund.

4. Extract the square root of $1 - (0.00135)^2$ to 5 places of decimals.

5. The weight of a cubic inch of water is 253.17 grains, that of a cubic inch of air is 31 grains; find to 3 places of decimals how many cubic inches of water are equal in weight to one cubic foot of air.

6. On measuring a distance of 32 yds. with a rod of a certain length it was found that the rod was contained 41 times with $\frac{1}{2}$ an inch over. How many inches will there be over in measuring 44 yds. with the same rod?

7. If $s = a + b + c$, prove that $(as+bc)(bs+ca)(cs+ab) = (b+c)^2(c+a)^2(a+b)^2$.

8. Solve the following equation:—

$$x - \left(3x - \frac{2x+5}{10} \right) = \frac{1}{6}(2x+57) + \frac{5}{3}$$

9. Extract the square root of $\frac{a^2}{b^2} + \frac{b^2}{a^2} + 3 + \frac{2a}{b} + \frac{2b}{a}$.

10. Simplify:—

$$\left(y - \frac{a^2 - xy}{y-x} \right) \left(x + \frac{a^2 - xy}{y-x} \right) + \left(\frac{a^2 - xy}{y-x} \right)^2$$

11. If $a : b :: c : d$ prove that $(a^2 + c^2)(b^2 + d^2) = (ab + cd)^2$.

12. A person walked out a certain distance at the rate of $3\frac{1}{3}$ miles an hour, and then ran part of the way back at the rate of 7 miles an hour, walking the remaining distance in 7 minutes. He was out 35 minutes. How far did he run?

GEOMETRY AND MENSURATION.

SECOND PAPER.

H. O. BUDDEN, ESQ. } Examiners.
PANDIT SUDHAKER DUBE, }

I. Define a straight line, an acute angled triangle, a circle, parallel straight lines, a gnomon, an angle in a segment. When are magnitudes said to be equal? What is meant by the height of a triangle?

II. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise their bases equal, the angle which is contained by the two sides of the one shall be equal to the angle contained by the two sides equal to them of the other.

(A direct proof of this proposition may be given if preferred.)

III. Prove that if a straight line fall upon two parallel straight lines, it makes the alternate angles equal to one another.

IV. If two opposite sides of a parallelogram be bisected, and two lines be drawn from the points of bisection to the opposite angles, these two lines trisect the diagonal.

V. If the square described upon one of the sides of a triangle be equal to the squares upon the other two sides, show that the angle contained by these two sides is a right angle.

VI. Given that the square on a line divided into any two parts is equal to the squares on the two parts together with twice the rectangle contained by the parts ; from this proposition deduce a proof of the 47th proposition of Book I.

VII. If a straight line be divided into any two parts, the squares on the whole line and on one of the parts are equal to twice the rectangle contained by the whole and that part, together with the square on the other part.

VIII. The angle at the centre of a circle is double of the angle at the circumference upon the same base.

IX. If two straight lines cut one another within a circle, neither of which passes through the centre, prove, without assuming the previous cases proved by Euclid, that the rectangle contained by the segments of one of them is equal to the rectangle contained by the segments of the other.

X. To describe an isosceles triangle having each of the angles at the base double of the third angle.

Give the *construction only* of this problem.

(b) Divide a right angle into five equal parts.

XI. A ladder 24 feet long stands upright against a wall ; how far must the bottom of the ladder be pulled out so as to lower the top 3 feet ?

XII. Find the diameter of the circle round a triangle whose sides are 123, 122, and 49.

ARABIC.—FIRST PAPER.

MAULVI SYED AMJAD ALI, M. A., Examiner.

I. Translate into English :—

قيل كان تاجر سعيداً — فاراد الخروج الي بعض الجهات — وكان عند ماية من الحديد — فاودعها عند رجل من اخوانه — وذهب الي سفرة — ثم لها قدم من السفر توجه الي صاحبه و طلب منه الوديعة فقال له صاحبه قد اكلتها العبردان — قال قد سمعت لاشيء اقطع من اسنا نها — ففرح الرجل بتصدقه علي ما قال — ثم ان التجار خرج ولقي ابن الرجل — فاخذها وذهب به الي بيته — ثم رجع الي الرجل من الغد — فقال لها الرجل هل عندك من ابني خبر؟ فقال التجار اني حين خرجت من عندك بالامس رأيت بازاً اختطف غلاماً علده ابنةك — فصرخ الرجل وقال يا قوم هل رأيتم او سمعتم ان العبردان تخطف الصبيان؟ فقال التجار ارضانا كل جرداً نتها الحديد ليس به مستذكر لبردانها ان تخف الفيلة — قال الرجل انا اكلت حديديك — و هذا ثنه — فاردده علي ولدي *

2. (a) Re-write the above with diacritical marks (حركات) as clearly as you can.

(b) Write out the تعليل that the word بز in the above tale has undergone ; give other words with similar تعليل, adding their plurals and meanings ; and use these words with the addition of ال the definite article, accounting for the change at the end of them.

(c) Give the infinitive مستذكر and the singular مجيء of لاثي مجهود and the plural اثاث.

3. Give the roots, the meanings, and the singulars or plurals, as the case may be, of the following :—

لقة — موت — امير — لحم — لبىن — شريف — جواري — هبة —
دھار — قارورة — سبیل — متغشم — شیوخ — سرب — لاح — ذائب —

خريجة - تاج - وداع - معان - رسول -نبي - فواش - مجلون -
رزق - صافت - أغوار - عبد - عزائم - قصة *

4. Who was ابن اطیاف, and how was the epithet derived ?
 5. Give the infinitive (مصدر) of all the مزیدات, taking
 نصر for your root. Mention the various باب (اباب) of the
 triliterals (مثلثي معرفه), placing the حركات as distinctly
 as you can in their past and future tenses singular.

6. (a) Give a list of prepositions (ج, ف, ب, م) with meanings of each and examples so far as you remember from your Arabic text. Other examples than the above can also do.

- (a) Mention حرف مشبه ب فعل and their government (فعل); illustrate with examples.

- (c) Mention the governments of μ , σ , ω , and ν illustrating with examples.

7. Translate into English :—

وَالْجَدِيدُ يُفْتَحُ كُلَّ بَابٍ مُخْلِقٌ
ذُو هَبَةٍ يُبَلِّي بَعِيشَ ضَيْقٍ
بُؤْسَ الْمُبَيِّبِ وَطَيْبَ عِيشَ الْأَحْيَقِ
فِيهِنَ طَلَبِ الْعِلْمِي سَهْرَ الْمُبَيِّبِي
يَغْوِصُ الْبَحْرُ مِنْ طَلَبِ الْلَّاْكِي
إِضَاعَ الْجَهَرِ فِي طَلَبِ الْمُهَاجَانِ

8. (a) Name the different authors from whom the above poetical extracts are taken, and mention in short what you know about them.

- (b) Separate the different parts of speech (according to Arabic Grammar) in the above and put them under proper heads.

- (c) Make present participles singular masculine (اسم ذاتي) from the following :-

9. Give the origin and the application of the proverb,
فَسَبِحْ بِالْحَمْدِيْلِيْ خَيْرٌ مِنْ اَنْ تَرَا

10. Translate the following and mention the tale connected with it as given in your text:—

در- مراد از نزول قرآن تخصیص سپریت خوب است نه ترتیل سورت مکتوب - استعداد، به تربیت درویخ است و تربیت نا مستعد ضایع - خاکستر فسیه‌تی عالی دارد که آتش جو هر علی‌ست و لیکن چون به نفس خود هنری ندارد با خاک برابر است

لهمان معاصر داؤد سلام الله عليه بود و پیوسته به (۶) مجلس شریف حضورت نبوی آمدند می نمود - اکثر ارباب اخبار اتفاق ندازند که آن قدواه احراز در مبدأ حال در سلک مهالیک یکی از بنی اسرائیل انتظام داشته و در سبب آزادی او وجود متعدد ثبت، نموده اند و اکثر آنها در مأثر الہملوک مرقوم کلک بیان گشته *

بعد از انقضای شام باز بدما غذازه و طبع شگفتنه که (۷) اصلاً متغیر و متبدل نمی شود بلکه در هنگام کار طراوت و تازگی دیگر بهم می رسند بر سریر قلک نظیر تکیه زده همتو والا با منتظام امور خلافت مصروف می فرمایند و گوش مطالب خاص که از دیده ارباب، بصیرت مخفی و مستور مانده باشد بخواصی فکر و دستیاری طبع دقیق بچنگ آورده آویزه گوش اهل هوش می سازند و دیجع مطلبی از طالب و مقصدی از مقاصد در پیش طبع باریک بین اشرت موقوت و محظل نمی ماند *

برای زن سو گلیت نیم تنه یخه در آمه طلا فرمایش (۸) میدا دید - بارک الله بمردم شما - خواندید گفت خواهرم زن هدایت خان برای شعله خانم سوقات فرستاده است بارک الله - خواهرت را بمن می شدما سانی - خواهر تو از خسیسی مثل تاجر های اصفهانی پنیر را قوئے شیشه کرد و زانش را پشت شیشه میکشد - حال دهچو شده است که نیم تنه پنجاه و شصت تو مانی برای زن تو سوقات بفرستد *

II. (a) Write briefly in Persian what you know about داده
 (b) Explain the following phrases, and frame short sentences to illustrate their use:—

گیو افتادن - ویل کردن - طبع موشگان - فرامین جهان مطاع -
 قصیب السبق - طرفة العین -

III. (a) Give the derivation and meaning of the following, and write down the singulars of the plural nouns and the plurals of those that are singular:—

عواشق - جریدہ - افواہ - سوت - مهاکیک - تلبید - آیات -
 صلوٰۃ - قورچیان -

چاؤشان - یساولان - میر توزکان for برق اندلان and عسنان

IV. Explain as clearly as possible in Urdu the following verses:—

(a) جهان قیرہ است و ره مشکل جذبیت را عنان در کش
 زمانی رخت هستی را بخلو تگاه جان در کش
 کلاغان طبیعت را زیاغ افس بیرون کش
 همایان سعادت را بدام امتحان در کش
 چو خاص الخاص جان گشتی ز صورت پاے بیرون نه
 هزاران شربت معنی بیکندل رائگان در کش
 در صبح آن راح ریحانی بخواہ * دانه مرغان روحانی بخواہ (b)
 ساغرے چون رشک داؤدی برندگ * از پئی روے سلیمانی بخواہ
 زاهدان را آشکارا می بدہ * شاهدان را بوسہ پنهانی بخواہ
 کجا خیزد چو تو سروی جوان و نازک و دلبر (c)
 شکر گفتار و شیرین کار و گل رخسار و مه پیکر
 قباشد چون لب و اندام و گیسو و برت هر کفر
 شکر شرین و گل رنگین و شب مشکین و صبح انور
 برد اندیشہ مهر و فراق و آرزو تو
 ز شخص قاب و رویم آب و چشم خواب و جانم خود

V. Translate the following into English and explain the figures of speech contained therein:—

زعدل کامل خسرو ز اطف شامل سلطان
 تدرو و کدب و گور و مور گردستند در گیهان
 یکی همچنان شاهین دوم همچنان طغول
 سه دیگر مونس خیغم چهارم همدم ژیهان
 خداوند جهان سفیجور که همواره چهار آیت
 بود در رایت و رای و جبین و روئے او پنہان
 یکی به روزی دولت درم فیروزی ملت
 سه دیگر زینت دنیا چهارم نصرت ایهان
 شد اندر عهد او باطل شد اندر عصر او ناقص
 شد اندر قرن او زائل شد اندر وقت او پنہان
 یکی ناموس کیخسرو دوم مقدار اسکندر
 سه دیگر نام افریدن چهارم ذکر نوشروان

VI. (a). Explain the allusions in the last verse of the above.

مشنونی ردیف اتفاقیہ and define

PERSIAN.—SECOND PAPER.

RAM KISHEN. SYED KALAN. M.A. Eminence.

1. Translate the following passages into English:—

آوردہ اند کہ شبائی نزدیک کذارہ دریا در روز روشن (a)
 ومه خود را می چرا تیڈ چزن سکون آب دریا دید خواست که
 ترک شبائی گرفته پیشہ تجارت اختیار کند پس به سرعت
 درجہ تھامنگو سخنداں خود را بفروخت و ازان فر بستہایے
 انجیلو خرید و آن را برکشتی بار کردہ بقصد تجارت بر روزے
 دریا روان شد قضا را باد مخالف و زیدن گرفت و ملاحان از
 بہر سلامت خود و ایمان کشتی بار سفینہ را در دریا بانداختند

بیچارہ شہبان از زین صنیعت ناگہما فی از خیان تجارت باز آمد و پیشنهاد قدمیم خود اختیار کرد—روزے برهمان ساحل گوشه‌دان می چرانید آب دزی را ساکن یافته خطاب کرد و گفت آیا باز
آنچهیرهذا میخواشی *

عفو ملوک را بهترین صفتی است و اهل اقتدار را (۶) خوشنودین جملتی و اگر ملوک در عفو و مرحومت در بندند و از هر کجا چون اندک خیافتی پینند در باب او بعقوبت اسر فرمایند فزدیکان را اعتقاد صافی نهاند و دیگر برایشان اعتناد نکنند و ازین حال دو علت حادث شود یکی آنکه کارها بهمیل و سلط ماند دوم آنکه ماجرمان از لذت عفو و منت اغماض بی فصیب شوفد—یکی از اکابر ملوک گفته است که اگر خلق بدانند که کام جان ما بپیشنه عفو چه لذت می یابد هر آئینه جزو جرم و خیانت هیئت بدرگاه ما نیارند—و پسته دیده سیورت ملوک را آن است که عقل ارجمند را در حوالث حاکم خویش سازند و در همیش وقت اخلاق خود را از لطف و درشتی خالی نگذارند»

II. Translate the following passages into Persian :—

(a) The people of Bhutan are rude, robust, and dirty, with flat faces of the Tartar type, and high cheek bones narrowing down to the chin. They have ruddy brown complexions; black hair cut close to the head; small, black, almond-shaped eyes; very thin eyelashes; and little or no eyebrows or beards. They are coarse and filthy in their manners, and leave all the field work to the women, who are as coarse as the men.

(b) The height of the camel is, in general, about six feet, and the body is covered with dusky or ash-coloured hair. It has a short head, small ears, and a long bending neck, and is rendered remarkable by the humps on its back. It is the most temperate of animals, and it can continue to travel several days without drinking. In those vast deserts, where the earth is everywhere dry and sandy, where there are neither birds nor beasts, neither insects nor vegetables, where nothing is to be seen but hills of sand and heaps of stone—there the camel travels, posting forward without requiring either drink or pasture, and is often found six or seven days without any sustenance whatsoever.

SANSKRIT.—FIRST PAPER.

PANDIT ADITYA RAM BHATTACHARYA, M.A., Examiners.

कस्मिंश्चित् सरोकरे भारण्डनामा पद्धत्येकोदरः पृथग्ग्रीवः
 प्रतिवसति सम । तेन च समुद्रतीरे परिभ्रमता किञ्चित् फलम-
 मृतकल्पं तरङ्गाद्विसं सम्प्राप्तम् ॥ सोऽपि भक्षयन्निदमाह । अहो
 बहूनि मया फलानि भक्षितानि परमपूर्वोऽस्यास्यादः । एवं
 तस्य ब्रुवतो द्वितीयमुखेनाभिहितम् । भो यद्येवं तमनापि
 स्तोकं प्रयच्छ । येन जिह्वासौख्यमनुभवामि । ततो विद्यस्य
 प्रथमवक्त्रे लाभिहितम् । आवयोस्तावदेकमुदरमेकात्मस्त्र भ-
 वति । ततः कि पृथग्भक्षितेन । वरमेन शेषेण प्रिया तोष्यते ।
 एवमभिधाय तेन शेषं भारण्डयाः प्रदत्तम् ॥ द्वितीयं मुखं
 तद्विनादेव प्रभृतिः सोऽद्वेगं सविषादंच तिष्ठति । अजान्येद्यु-
 द्वितीयेन मुखेन विषफलं प्राप्तं । तद्वृद्धा परमाह । भो पुरुषाधम
 मया विषफलमासादितम् । तत्त्वापमानाद् भक्षयामि । अथेवं
 वदता तेनापमानेन फलं भक्षितम् । द्वावपि विनष्टौ ॥

(a) Quote the *shloka* which points the moral to this tale.

(b) Analyze the *Sandhi* occurring in कस्मिंश्चित्; भक्षयन्निदम्;
 अन्येद्युद्वितीयेन; द्वावपि ॥ And state rules by which you are
 authorized to do so.

(c) What part of the verb is आह । Conjugate its root in
 the tense in which it is used.

(d) Change the construction of the following from the
 passive into the active :—

(1) तेन परिभ्रमता किञ्चित् फलं सम्प्राप्तम् ।

(2) प्रथमेन वक्त्रे लाभिहितम् ।

(3) अनेन शेषेण प्रिया तोष्यते ॥

(e) Exound the *Samásas* of भारण्डनामा, एकोहरः, पृथग्ग्रीवः,
 पुरुषाधम ॥

(f) What other cases could you use in the place of (1) मम (2) ब्रुवतो and 3) भारणद्वाः in (1) ममपि स्तोकं प्रयच्छ २) तस्य ब्रुवतो and (3) भारणद्वा प्रवृत्तम् ॥

2. सृद्धघट इव सुखभेद्योः दुःसन्धानश्च दुर्जनो भवति ।

सुजनस्तु कनकघट इव दुर्भेदः सुकरसन्धिश्च ॥

आरम्भगुर्वक्षयिणी क्रमेण लघवी पुरा वृद्धिसती च पञ्चात् ।

दिनस्य पूर्वार्द्धपरार्द्धभिन्ना द्वायेव मैत्री खलसज्जनानाम् ॥

Turn the above into easy prose.

3. Quote a couple of couplets from the Hitopadesasārasangraha in praise of पुरुषकार ; and one from the Mahābhārata enjoining respectful conduct towards parents and teachers. And translate them into English.

4. (1) व्यथां जहि स्वबुद्ध्या त्वम् ख्ययं यास्यामि तत्र च ।

एतद्वि परमं नार्याः कार्यं लोके सनातनं ।

प्राणानपि परित्यज्य यद् भर्तुहिंतनाचरेत् ॥

(2) आत्मा पुत्रः सखा भार्या कृच्छ्रत्तु दुहिता किल ।

स कृच्छ्रात्मोचयात्मानं माङ्ग धर्मं नियोजय ॥

(a) By whom and on what occasion were the thoughts in the two above extracts given expression to ?

(b) Explain the second extract.

(c) Conjugate the root of जहि in the tense in which it is used. Give its passive past participle.

5. Write short notes on the proper names occurring in the following shloka :—

यां गतिं सगरः शैव्यो दिलीपो जनमेजयः ।

नहुषो धुन्युमारश्च प्राप्तास्तां गच्छ पुत्रक ॥

6. Translate into English :—

यां हि शूरा गतिं यान्ति संग्रामेष्वनिवर्त्तिनः ।

हतास्त्वभिसुखा पुत्र गतिं तां परमां व्रज ॥

थां गतिः सर्वभूतानां स्वाध्यायासंतप्तमश्च या।
 भूमिदस्याहितमिश्च एकपलीब्रतस्य च ।
 गीसहस्राददातृजां गुरुनैवाभृतामपि ।
 देहन्यासकृतां या च तां गतिं गच्छ पुत्रक ॥

SANSKRIT.—SECOND PAPER.

PANDIT ADITYA RAM BHATTACHARYA, M.A., Examiner.

1. Translate into English :—

इदं गथा प्रखीतं पुस्तकं सर्वया परिशुद्धिति वक्तु-
 भशश्चम् तथापि यावता परिअस्तेगा परिशुद्धिर्भवति
 तावान् भूयान् परिश्रमः कृतोऽस्ति ॥

अस्तिंलोके नरस्य चरितान्येव तं गुरुत्वं लमुत्वं
 वा नयन्ति ॥

गच्छतस्तिष्ठतो वापि जायतः स्वपतोऽपि वा ।

यन्न भूतहितार्थाय तत् पश्योरिव चेष्टितम् ।

कृते प्रत्युपकारो यो वल्लिग् धन्वो न जाधुता ।

तन्नापि ये न कुर्वन्ति पश्यवस्ते न जानुपाः ॥

ऋणु पूर्वं वृहत् पञ्चाद् भवत्यार्थ्येषु मङ्गतिम् ॥

विपरीतसनार्थ्येषु यथेच्छसि तथा कुरु ॥

तद्विरेव सदासीत सद्ग्रिः कुर्वीत सङ्गतम् ।

सद्ग्रीविवाहं सैत्रीच्छ नासाद्ग्रिः किञ्चिदाचरेत् ॥

2. Translate into Sanskrit :—

(a) Once upon a time a learned man went to a king. The king being pleased with his vast knowledge said to him: "Worthy Sir, I wish to ask you one question. Be pleased to answer it. Tell me, 'what is God?'"

(b) A boy once saw a golden coin fallen on the ground. He took it up and said: "I will keep it with me; no one will know

that I have got it." But he immediately remembered the words of his teacher and his parents. The words were 'Though thou dost not see God, He sees thee.'

(c) A king is the strength of the weak; crying is the strength of children; silence is the strength of the ignorant; forgiveness is the strength of the righteous.

HISTORY AND GEOGRAPHY.

REV. L. F. PHILLIPS, M. A.,

P. M. WALLACE, ESQ., B.A.

BABU ABHAYA CHURN SANYAL, M.A.

Examiners.

1. Where was the original home of the English People? When did they settle in England, and how was the country governed before the Norman Conquest?
2. What led to the war between Charles I. and the Parliament? Sketch briefly the course of events from the execution of the king to the Restoration.
3. Who was the last king of the House of Stuart? When did he come to the throne, and by whom, and under what circumstances was he succeeded?
4. Give the dates of the following events:—the Battle of Waterloo, the Great Charter, the Death of Henry VIII, the Battle of Cressy, the Defeat of the Spanish Armada, the Accessions of Queen Victoria, the Murder of Thomas a'Becket, the Battle of Bosworth..
5. State what you know of the various Muhammadan invasions of India.
6. At what date and with what object was the East India Company formed? What previous connection had there been between India and European countries?
7. Sketch the career of Clive.
8. Write a short account of each of the following:—Tantia Topi, Gautama, Humayun, Sivaji, Nanek, Ranjit Singh, Nandkumar.
9. Name in order the countries, with the chief rivers and towns, that a ship would pass in sailing *along the coast* from Alexandria to D'Urban (Port Natal), previous to the opening of the Suez Canal.

10. State the geographical positions, forms of government, and chief towns, of the following countries:—Canada, Egypt, Brazil, New South Wales, Mexico, New Zealand, the United States, Afghanistan. Why is the last named called a “*buffer state*”? Who are the Maories?

11. Describe (*a*) the courses of the following rivers:— Canton, Amazon, Jumna, St. Lawrence, Tigris;

(*b*) the positions of the following mountain ranges:—Atlas, Neilgherry, Ural, Alleghany.

12. What do you know of the size, shape and motions of the earth?

13. Explain the following terms:—Dew point, Watershed, Delta, Volcano, Moraine, Trade Winds.

ENTRANCE EXAMINATION, 1891.

ENGLISH.—FIRST PAPER.

H. O. BUDDEN, Esq. } Examiners.
W. C. HORST, Esq. }

N.B.—Particular attention must be paid to neat writing and correct spelling.

1. Give the meaning of the following passages in other words:—

(*a*) The closing scene of the French dominion in Canada was marked by circumstances of deep and peculiar interest. The pages of romance can furnish no more striking episode than the battle of Quebec. The skill and daring of the plan which brought on the combat, and the success and fortune of its execution are unparalleled.

(*b*) The inhabitants of the ocean are as much creatures of climate as are those of the dry land; for *the same Almighty hand which decked the lily and cares for the sparrow* fashioned also the pearl and feeds the great whale, and adapted each to the physical conditions by which his providence has surrounded it.

2. (*a*) What is the allusion in the part in italics in the above extract?

(*b*) Why is “decked” in the past tense and “cares” in the present, and so with the verbs following?

(c) Point out the different uses of the definite article as they occur in 1, (b).

3. Explain carefully the following extracts :—

(a) The fine thread of that far spreading web which makes London the most sensitive spot on the earth.

(b) The mercurial little Frenchman was beside himself with exultation.

(c) The river which lay, like Jordan, between her and the Canaan of liberty on the other side.

(d) One of the most momentous political question that have ever yet moved the human race was decided in this struggle.

(e) Expectation darkened into anxiety, anxiety into dread, and dread into despair.

(f) They patiently tolerated their nominal dependence only because they were virtually independent.

(g) It rubs off some of the rust of national prejudice.

4. (a) What figures of speech are used in extracts *e* and *g* in the above?

(b) Criticise the construction in extract *d*.

(c) Define a compound sentence, a complex sentence, and an adverbial sentence; and point out an example of each in the above question.

5. Express in simple prose, using the indirect form of narration, the meaning of the followings lines :—

(a) O ye, the wise who think, the wise who reign !
From growing commerce loose her latest chain.
And let the fair white-winged peacemaker fly
To happy heavens under all the sky,
And mix the seasons and the golden hours,
Till each man finds his own in all men's good,
And all men work in noble brotherhood.

(b) Man through all ages of revolving time
Unchanging man, in every varying clime,
Deems his own land of every land the pride,
Beloved by heaven o'er all the world beside;
His home the spot of earth supremely blest,
A dearer, sweeter, spot than all the rest.

6. Explain the meanings of the following words by a reference to their derivation ;—carnival—dexterous—disaster—balcony—metropolis—disseminate—perennial—carnage.

7. Write brief accounts of :—

The Revocation of the Edict of Nantes.

The Pilgrim Fathers.

The Parable of the Rich Man and Lazarus.

8. Give in your own words, in simple plain English, the meaning of the following passages, which are not in your prescribed text book :—

(a) We are inclined to think that we shall best meet the wishes of our readers, if, instead of dwelling on the faults of this book, (Life of Warren Hastings) we attempt to give, in a way necessarily hasty and imperfect, our own view of the life and character of Mr. Hastings. He had great qualities, and he rendered great services to the State. But to represent him as a man of stainless virtue is to make him ridiculous; and from regard to his memory, if from no other feeling, his friends would have done well to lend no countenance to such extravagant praise. We believe that if he were now living, he would have sufficient judgment and sufficient greatness of mind to wish to be shown as he was.

(b) And now my duty leads me far away:
 My Sire commands it, and I must obey.
 Where'er the order that my parents give,
 I yield obedience, or must cease to live.
 No, Sita, not the sacrificial blaze,
 True heart, or liberal hand, or lip of praise,
 Will with such lasting joy the spirit fill
 As glad obedience to a father's will.

ENGLISH.—SECOND PAPER.

C. E. WELBY, Esq.

C. H. LINTON, Esq., B.A.

} Examiners.

1. Explain the distinction of nouns into abstract and concrete. Classify the following nouns—William I, humanity, virtue, brilliant, gold, fleet, city, quadruped. State in what respects nouns are inflected. Give two instances of nouns that have their singular and plural alike, of nouns that have two plural forms with different meanings; of nouns that are used only in the plural.

2. Compose sentences to illustrate the use of *as* and *but* as substitutes for the relative pronoun. By short sentences.

show the distinction between *that* used as a demonstrative pronoun and *that* used as a demonstrative adjective. Compose sentences to show the correct use of each ; either ; older and elder ; later and latter.

3. What is the meaning of tense ? Distinguish between the force of—I write and I am writing ; I wrote and I have written. What is the gerundial infinitive ? Parse the italicized words in the following :—

He thanked him for *saving* his life,

He dreads *going*.

A house *to let*.

To err is human.

4. Give, with examples, the different kinds of adverbs. Refer each of the following adverbs to its class—whither, seldom, certainly, as, only. State the difference in meaning between—He only lived for their sakes, and, He lived only for their sake.

5. (a) Form sentences to illustrate the difference between :—Habit and custom ; repentance and remorse ; unnatural and supernatural.

(b) Explain the force of *to* in ‘ten to one’ ; of *after* in ‘to name *after*’ ; of *against* in ‘*against* my return.’

(c) Correct the following sentences and point out what error has been made :—

(1) The whole army were defeated and fled.

(2) His horse is very much like that of my father’s.

(3) Can I leave the room ?

(4) He has neither kin nor kith in the country.

(5) If it was not so I would have told you.

(d) Explain the force of the prefixes in the following :—*afoot*, *gainsay*, *twilight*, *withstand*, *circumscribe*, *illegal*, *manuscript*, *amphibious*, *archangel*.

URDU.

Translate into English :—

قدھار کا راستہ جو تقریباً قین سو ستر میل ہی فہایت دلچسپ وادیوں اور سوسنگ میدانوں اور سیراب چشوں سے گذرتا ہے لیکن ہم لوگوں کو کبھی کبھی ایک پورا دن بلکہ

دو دو دنوں تک پتھریلی اور اوسرا اور مخفی بے آب چمگہوں
میں گئے ورنوں پر بیٹائنا بھاٹا کا پتھرنا پڑتا ہے۔
بہت دنوں کے بعد ہم لوگوں نے داغات اور مغصلات قندھار
کے جو اس صلاح کا قشتالگاہ ہے دیکھا۔ یہ شہر نہایت مضبوطی
کے ساتھ قلعہ بندھی اور عیندھ تروپوں کے ذریعہ سے دیہ
معاصرہ کو اچھی طرح برداشت کر سکتا ہے۔
چونکہ یہ بولن پاس کو اپنے زیر قصر رکھتا ہے اسی
شہر سے فارس کی تجارت ہندوستان سے ہوتی ہے۔ بولن
پاس کے قریب بجا نب ہندوستان شکار پور واقع ہے۔
جب قندھار سے کابل کو روانہ ہوئے تو ہمارا راستہ مخفی
پہاڑی ملک میں واقع تھا۔ راستہ میں بڑے بڑے چتائیں تھے
اور نہایت نشیب و فرانس تھا مگر پانی خاصی طرح سے
ملسکا تھا۔ بیس میلؤں کے طے کرنے میں کہیں شاذ ایسا
ہوتا کہ کوئی نہ یا کسی قسم کا کوان ملنے
کہیں کہی خوفناک کابلی بھی مل جاتے تھے جو اپنی
بندوں کو لاسطور پر تھامے ہوئے تھے کہ معلوم ہوتا تھا کہ
وہ ہم لوگوں پر گولیاں چلانا چاہتے ہیں۔
بالآخر ہم لوگ کابل اور اسکے خندقوں اور فصیل اور بالا
حصار تک پہنچے۔ آبادی ساتھ ہزار ہے اسکے بازار میں
فارس کے قائلے مغرب سے اور ہندوستانی تجارت مشرق سے اور
بلوجی سودا بیہنے والے جنوب سے اسباب تجارت مہیا
کرتے ہیں۔

HINDI.

Translate into English :—

सड़क कत्थार जो ३७० सील के लगभग पहाड़ों की ऊन्हर
दरियों, बहते हुये पहाड़ों नालों, और हरियारी चरियों के

बीच हो कर चली गई है। पर कहीं २ हज़ार की घोड़े पर चढ़े एक दिन या दो दिन तक पहाड़ी और ऊसर देश हो कर मंज़िल सारना पड़ा था जहां पानी का नाम व निशान न था ॥

बहुत दिनों पर उस मुल्क की राजधानी कंधार के बाहर के बाग और बस्ती देख पड़े ॥ उस नगर की किलाबन्दी बड़ी सज़बूती के साथ की गई है कि वह तोपों से दुश्मन का हमला रोक रख सकता है ॥

फारस की तिजारत हिन्दुस्थान को इसी नगर होकर जारी है क्योंकि बोलन पास नाम घाटी पर इसका अधिकार है। और उस घाटी के हिन्दुस्थान की ओर शहर शिकारपुर बसा है ॥

कन्धार से काबुल को सड़क पहाड़ी मुल्क होकर चली गई है। रास्ता पत्थरी और खढ़बीहर है। पर पानी की कमती नहीं है। बीस मील तक चलते चलते एक न एक पहाड़ी नाला व कुआ रास्ते में मिल ही जाता था। जहां कहीं कोई २ खद्दरप के भयानक काबुली हाथों में ऐसे तौर से बन्दूक लिये फिरते थे कि जहां पड़ता था सानों हम पर चला ही तो देंगे ॥

निदान हम लोग काबुल को पहुंचे जहां खांई और जानभार किला बाला हिस्सार है। बाशिन्दों की गिनती साठ हज़ार की है। उस के बाज़ार की जिन्स पश्चिम से फारस के बनजारे पहुंचाते हैं। पूरब से हिन्दुस्थान के और दक्षिण से बिलूचिस्तान के सौदागर पहुंचाते हैं ॥

ARITHMETIC AND ALGEBRA.

J. GANNON, ESQ.
 PANDIT LAKSHMI SHANKAR MISRA,
 RAI BAHADUR. } Examiners.

[N.B.—Great importance will be attached to accuracy in numerical results.]

1. Define "Notation," "Numeration"; and prove that "three times four" = "four times three."

2. Reduce to a single fraction :—

$$\frac{919\frac{2}{7}}{7.954} + \frac{4\frac{100}{7}}{442\frac{3}{7}} + \frac{7}{11} \text{ of } .07344.$$

3. The wine in a pipe when full is worth £19.9s. 9d. How much has leaked away if what is left is worth £9.16s. 7 $\frac{8}{22}\frac{5}{4}$ d.?

4. In discounting a bill, what do you mean by "The Banker's profit"? If the Simple Interest on £923.18s. 1 $\frac{1}{2}$ d. amount to £17.9s. 3 $\frac{3}{4}$ d. exactly in 138 days, what is the rate of interest per cent. per annum?

5. Extract the square root of 99,980,001; and of 60 $\frac{1}{2}$.

6. Define the following :—"term," "dimension of a term," "homogeneous terms."

7. Express in their simplest forms :—

$$(i) \left(1 - \frac{2xy}{x^2+y^2}\right) \div \left(\frac{x^2-y^2}{x+y} - 3xy\right).$$

$$(ii) (x+y+z)-(x+y-z)+(x+y+z)(x+y-z)+4yz.$$

8. State and prove the two lemmas on which the proof of the rule for finding the G.C.M. depends. Find the G.C.M. of—

$$x^3 - 2ax^2 - 5a^2x - 12a^3 \text{ and } x^3 - 7ax^2 + 13a^2x + 4a^3.$$

9. Solve :—

$$(i) \frac{x-\frac{1}{2}}{x-1} - \frac{3}{5} \left(\frac{1}{x-1} - \frac{1}{3} \right) = \frac{23}{10(x-1)}$$

$$(ii) \begin{cases} (a+b)x + (a-b)y = 2a \\ (a-b)x + (a+b)y = 2a \end{cases}$$

10. A farmer bought equal numbers of two kinds of sheep, one at £3 each, the other at £4 each. Had he exp'd,

ded his money equally in the two kinds, he would have had two more sheep than he had. How many did he buy?

11. Find the square root of:

$$x^6 - 12x^5 + 60x^4 - 160x^3 - 240x^2 - 192x + 64.$$

GEOMETRY AND MENSURATION.

A. W. WARD, Esq.

BABU JADAB CHANDRA CHUCKERVERTY. Examiners.

1. Give Euclid's definitions of a plane superficies, a plane angle, a rhombus, the angle of a segment, and the angle in a segment. Enunciate the 12th axiom of the First Book.
2. Prove that, on the same base and on the same side of it, there cannot be two triangles having their sides which are terminated at one extremity of the base equal, and likewise those which are terminated at the other extremity.
3. From two points P, Q, on the same side of a straight line AB, draw two straight lines meeting in AB and equally inclined to AB; show that the sum of these two straight lines is less than the sum of any two other straight lines joining P, Q, to a point in AB.
4. Prove that, if the square described on one of the sides of a triangle be equal to the square described on the other two sides of it, the angle contained by these two sides is a right angle.
5. Divide a given straight line into two parts, such that the rectangle contained by the whole and one of the parts, may be equal to the square on the other part.
6. A rectangle ABCD has a side AB produced to a point E, so that BE is equal to BC, show that the area of the rectangle is equal to one half the difference of the squares on AE and BD.
7. Prove that the angle at the centre of a circle is double of the angle at the circumference on the same base that is on the same arc.
8. Given the base, the area, and the vertical angle of a triangle; describe the triangle.
9. Describe an isosceles triangle having each of the angles at the base double of the third angle.

10. The sides of a triangle are 17, 15, and 8 inches respectively. Find the length of the straight line joining the middle point of 17 to the opposite angle.

11. A man observes the elevation of the top of a tower to be 60° . He then walks a distance of 300 ft., takes a turn of a right angle, and after walking 400 ft. more finds he is on the other side of the tower exactly opposite to his original position. The elevation of the tower is now found to be 30° . Find the height of the tower.

12. Find the least possible length of fencing that can include a triangular area of 10 sq. ft.

ARABIC.—FIRST PAPER.

TEXT-BOOK AND GRAMMAR.

MAULVI SYED AMJAD ALI, M.A., Examiner.

1. Translate into English :—

جاء شاعر عند ملك بقصيدة بها يهدحه وقرأها بين يديه فلم يامر بهجأته له ورجع الشاعر خائباً خاسراً فبیناً ان وقف على الباب فادما حائراً اذ خرج من القصر واحد من الغلمان متذمراً ان الملك اعطى الان عقداً من اللا لي الثالثية لامرأة راقصة يقال لها خاصة فأنشد الشاعر بلا رؤبة - شعر -
لقد ضاع شعري علي بابكم * كها ضاء در علي خالصه
ولها انهي بالبيت الي الملك الشعيم - غصب وامر بضرب
عنق الشعيم - قتل الوزير قائماً خلف السرير - لا ينبغي
للملوك امثال هذا الا بتنتغير - فبحين ما استطورة الملك
وامر بانشاد ما انشد بین يديه وضع الوزير اصبعيه علي
عينيه فتفس الشاعر بالمال وفهم ما اراد الوزير وقال شعر
لقد ضاء شعري علي بابكم * كها ضاء در علي خالصه - فاستسرو
الملك وصفعنه عنه صفعها وامر له بصلة فرجح فرجها ثم سمح
ظريف ما جرب فاستظرف كثيراً وقال لم ارا عهبي اذا قلعت

تمثلاً افتاب وصداً

2. Write out singulars of plural, and plurals of singular substantives as used in the above extract and supply their English meanings.

3. Give English equivalents for the following, stating which of them are original Arabic and which simply Arabicized (عرب), and in the latter case mention the original word so Arabicized.

اوربا - انگلیز - بوسٹن - باریس - کونٹ - شرطہ -
مجلس الہیشورت - لیورہ - شلپین - قرش - قائد الجیش -
کاغذ الہمال *

4. Mention what you know of اشعب and of عربوب

5. Define تلاشی مبڑہ and mention the various تلاشی مبڑہ that are in use and also those not in use, giving, at least, three instances of each of the former from various roots with their meanings.

6. State the various اعراب that the verbs undergo, also those that substantives undergo, and mention some of the several عوامل in each case, with instances of each.

7. Write out Arabic conjunctions (حروف عطف) with their meanings in English, and illustrate their usages by examples.

8. Translate into English:-

اذا فربت ساعۃ یالھا * وزارت الارض ڈنزا الھا
تسیر الجبال علی سوعة * کھرا السحاب قری حالھا
و تنفس الارض من ذخیرۃ * هنالک تخرج انتقالھا
و لا بد من سائل قائل * من التماں یو مدد مالھا
تحدث اخبارها ربھا * وربک لاشک او حی لھا
و یصدر کل الی موقف * یقیم الکھول و اطغالھا
قری النفس ساعھا لست محضرا * ولو ذرۃ کان مشقا لھا
یحاس سبھا مالک قادر * فاما علیہما واما لھا

9. Write out the شریف سورة upon which the above extract is based. If you, however, do not exactly remember this سورة you may give another of nearly equal

extent, and in either case write as legibly as you can and supply all vowel marks.

10. Analyze the fifth couplet in No. 8 and account for the singular verb ادْعَى in the second hemistich of the same couplet.

ARABIC.—SECOND PAPER.

MATLVI SYED AMJAD ALI, M.A., Examiner.

1. Translate into English :—

(الف) المدارس الجمومية في بريطانيا العظمى يصرف عليها من نفقة السجيمهور لتعليم الجموم ويصرف الاعتناء الزائد على تهيييف النساء حتى انه يحسب عارا عليهم ان لا يغيرن القراءة والكتابة - انه لها كانت الجلوم مزهرة عند العرب كان يوجد بينهم كثير من النساء الفاضلات و كان بعضهن مصنفات في اللغة العربية - و يباح للسيدات في بريطانيا العظمى بالخروج و حد هن و كذا هن في سائر البلاد الا فرنجية - العربية مطلقة للذريان في بريطانيا العظمى و لكل واحدان يعبد خالقه حسب ما يلهمه شهيره - الحكم الغائب في اوربا هو الملكي و الناس على وجه العالم مواطنون على اشتغالهم *

(ب) قال صاحب الغلاحة اذا لم يتسموشي من الدخل ياخذ وجل قلسا و يقرب منهها و يقول لغيرها اني اريد قطع هذه الشجرة لازها لا تنشر فيقول الاخر لتفعل فانها تنشر في هذه السنة في يقول الرجل اذها لا تفعل شيئا و يضر بها ضر بقين او ثلاثة فيمسكه الاخر بيده و يقول لا تفعل فانها شجرة حسنة و اصبر عليها هذه السنة و ان لم تفعل فافعل ما بدا لك - قال و اذا فعل ذلك فان الشجرة تنشر ثمرا كثيرا و كذلك غيره الدخل من الاشجار اذا فعل به هذا فانه ينشر - و قال ايضا اذا قاربت بين ذكران الدخل و اذا تمها فانها تكتئر حملهما لأنها

قصيدة في بالهجاورة وربما قطع الفها من الذكر ان فلا تفهم شيئاً اغراقه وان أغوصت الذكران وسط الاناث وهبته الريح فخالطت الاناث رائحة طائع الذكران حملت من تلك الرائحة كل انشي حوله *

2. Translate into Arabic, adding diacritical marks (حركات) (وسكون) to your translations :—

- (1) I shall be ready in four minutes.
- (2) You should now be in the school.
- (3) Your companions are already there.
- (4) Learn your lesson.
- (5) I have a great desire to learn the Arabic language.
- (6) Do you know his name ?
- (7) Do you understand ?
- (8) No, I don't understand.
- (9) I cannot hear you.
- (10) Write your (شئي) name at the bottom.
- (11) Where are your (جمع) books ?
- (12) Where did you lay them ?
- (13) I cannot find my pen.
- (14) This pen will not write.
- (15) I cannot write with this pen.
- (16) Stand in your proper places.
- (17) Stand before me.
- (18) He has been absent four days.
- (19) The school opens at six o'clock.
- (20) It is shut at ten.
- (21) School closes at ten o'clock.
- (22) Go and wash your hands.
- (23) I wish I could speak like him.
- (24) Everybody understands him.
- (25) I have heard him speak.
- (26) I did not understand what they said.
- (27) He studies several hours at home.
- (28) Good morning.
- (29) How do you do ?
- (30) Very well, Sir, I thank you.

PERSIAN.—FIRST PAPER.

MAULVI ABUDL JALIL. } Examiners.
MUNSHI RAM KISHEN. }

1. (a) Translate into English as literally as you can :—
 روزے از فصل بھاران با جھئے از دوستان و بیاران بہوائے
 گشت و تھاشاے صہرا و دشت بیرون رفتیم چون در موضعی
 خرم جا گرم ساختیم و سفرہ انداختیم سگے از دور آنرا دید
 زود خود را بائیجا وسانید۔ یکے از حاضران سنگ پارہ برداشت
 و چنانکه ذان در پیش سگان اندازند پیش وے انداخت سگ
 آنرا بوس کرد و بے توقف باز گشت هرچند آواز دادند التفات
 نکرد۔ اصحاب از آن متعجب شدند۔ یکے از آن میان گفت می
 دانید کہ این سگ چہ گفت۔ کہ این بد بختان از بخیلی و
 گر سنگی سنگ میخورند از خوان ایشان چہ توقع توان
 داشت و از سفرہ اینان چہ تہجیع توان گرفت *

(b) Name the book from which the above extract is taken.
 Who wrote it? Mention other works by the same author.

2. (a) Translate into English :—

میغیرمودند۔ هرگاہ معذوبی پیووند مسجد و مادی چنیں (1)
 اُستوار باشد پیوستگی نفس ناطقه را با ایزد بیهیماں که
 تواند گرفت *
 ذخیرتین پایہ بندگی آنست که هنگام فاماًؤم پیشانی (2)
 را بشکنج چین نداد و انرا تلمخ داروے پوشک اندیشیده
 بشگفته روئی در کشد *
 جہاں صورت نبونه عالم معنی است چنانچہ در آن هترجمہ (3)
 بسپارند باز خواهند درین ذیز به اندازہ خرد کردار جویند
 پلاخت آن باشد که سجنی باندازہ نیوشند رود و بسیار (4)
 معنی را باندک عبارت چنان بر گذارد که در فرا گرفتن رنجی
 فرود و فصاحت آنکه در گذارش زیارات کیج مسج نشود *

(b). Frame sentences with the following phrases :—

دست برو فشاندن - دم در کشیدن - شب بروز آوردن -
گردن افراختن - رخت برستن - برو پیشگاه دل تافتن *

3. (a) Give examples to illustrate the various uses of از and ب.

(b) Give the exact force of the prefixes and suffixes in the following words :—

ہبہ از - نادرست - گوہسار - مرغزار - غہمگین - توپچی -
شادہوار - صندوقچہ *

4. (a) Explain clearly in Urdu :—

ساقی بنور بادہ برو افروز جام ما
مطروب بگو که کار جہاں شد بکام ما
مادر پیاکھ عکس رخ یار دیدہ ایم
ای بیخبر فلذت شرب مدام ما
چندان بود کوشہ و نائز سہی قدان
کاید بچلوہ سرو صنوبر خرام ما
هرگز نہیں آنکہ دلش زندہ شد بعشق
ثیبت اُست برو جریدہ عالم دوام ما

(b) What is meant by مطروب - بادہ - ساقی

5. (a) Explain fully in Persian :—

چیزی که رفت رفت مکن یاد او دگو
زیرا که قازہ کردن غم کار عقل فیست
تا نقد روزگار ترا کم زیان شود
بیگدار زانکه سود در ادبار عقل فیست
نه نه عقال عقل بیفگن زیانے دل
کاغذیار غم کم سست که ادبار عقل فیست
ما فند با غیان همه برو گل کند غشاط
هر دل که خستگی روئے از خار عقل فیست

(b) Define مطلع - (باعی) - مقطع and

6. Translate the following into English and explain in Persian the allusions contained therein :—

خدا را بذات خداوندیت * با وصافت بی مثُل و مانندیت
به لبیک حجاج بیت الحرام * ببیدفون یئر ب علیہ السلام
بطاعت پی ران آراسته * بصدق جوانان نو خاسته
که سارا دران و رطاء یک نفس * ز ننگ دو گلتن بغریادرس

7. Give a short biography of and analyze the following :—

زخاک آفریدت خداوند پاک * پس اے بنده افتادگی کنچو خاک

PERSIAN.—SECOND PAPER.

MAULVI SYED KALAN, M.A. }
MUNSHI RAM KISHEN. } Examiners.

1. Translate the following passages into English :—

دزدے بخانه رفت جوانی را خفته دید — پرده که بر (a)
دوش داشت بگسترد — تا هرچه یابد در روے نهاده بردوش کشد —
جوان بغلطید و درمیان پرده بخفت — دزد هرچه گشت چیزی
نیافت — چون نیاز مراجعت کرد که پرده را بردارد و بیرون
رود جوان را دید که با شیبست شیران و هیئت دلیران درمیان
پرده خفته — با خود گفت حالاً مصلحت در آن است که ترک پرده
گویم تا پرده از روے کار بر نیفتد — پرده را بخانه بگذاشت
و از خاند بیرون شد — جوان آواز داد که دزد را به بنده
تاکس بخاند نیاید — گفت بجان تو در نه بندم زیرا که من
زیر انداز تو آوردم باشد که دیگر روے آنداز تو آورد *
مرد باید که در همه حال باینے جنس آئین سلوک را (b)
بران فرج مرعی دارد که گرد ملال بر خاطر احمد نه نشیند —
مشهداً چون به مجلس بزرگ راه یابد از پر گفتن و هرزه خندیدن و
در کات ذاملاً قم ذهودن و مردم گزیدن و سخن بگزات گفتن و از

اظہارِ احتیاج و خود ستائی و نہائی اجتناب نہاید - و
بمیجلسیسے نخواندہ نزود و فرائدہ بربخیزد قا منوجب ملال خاطرها
نگردید *

در تواریخ مسطور است که سلطان سکندر گوادھی (c) بجهال ظاہری آراسته بود و پکھالات معنوی پیرواسته در ایام سلطنت او نهایت ارزانی و امن و امان حاصل بود و بادشاہ هر روز بار عالم داد و خود بذاد خواهی خلق رسیده - و گاه از صبح قا شام بل تا وقت خفتن به عاملات مشغول بود - در ایام سلطنت او دست قسلط زمینداران هند کوتاه شد و همه مطیع و فرماده از گشتند و قوی و ضعیف یکسان شدند و در کارها انصاف ملحوظ داشته و کمتر بر هوا نفس رفتی و پنهایت خدا قرس و بر خلق مهربان بود *

2. Translate the following passage into Persian:—

Nádir remained at Delhi fifty-eight days. Before he quitted it he had a long secret conference with Muhammad Sháh; in which, it is supposed, he gave him such counsel as he deemed best to enable him to preserve that power to which he was restored. To all the nobles of the court he spoke publicly, and warned them to preserve their allegiance to the emperor. To those who were absent, he wrote in similar terms, and after desiring them to continue to walk in the path of duty, he informed them that he and Muhammad Sháh were so united in friendship, that they might be esteemed as having one soul in two bodies ; and he concluded "May God forbid, but if accounts of your rebelling against you emperor should reach our ears, we will blot you out of the pages of the book of creation."

3. Render into idiomatic Persian the following sentences :—

(a) In a wise man are to be found all the higher virtues, but in a fool none but vice : hence a wise man is to be preferred to a hundred fools.

(b) A wicked man is to be avoided, although he may have learning to recommend him. A serpent may have a gem in his head ; but is he not dangerous in spite of that ?

(c) The friend who injures a man in his absence, but flatters him to his face, is to be avoided as a vessel that has poison inside and milk at the mouth.

(d) The learned man's poverty is better than the ignorant man's wealth. The low caste of the learned is exalted above the high caste of the ignorant.

SANSKRIT.—FIRST PAPER.

PANDIT ADITYA RAM BATTACHARYA, M.A., Examiner.

1. अस्ति सन्दरभिधाने पर्वते दुर्दृक्तो नाम सिंहः । म च सर्वदा पशुबधं विदधान एवास्ते । ततः सर्वः पशुभिर्भित्या सिंहो विज्ञप्तः । मृगेन्द्र किमिति सर्वपशुच्छेदः क्रियते । वयमेव भवदाहारार्थं प्रत्यहं एकैकं पशुं ढौकयामः । सिंहेनोक्तम् एव-
मस्तु । ततः प्रभृत्येकैकं पशुं ददतः समाप्ते । अय फदाचिद् वृद्धुशशकस्य कस्यचिद् वारः समागतः । सेऽचिन्तयत ;

त्रासहेतोर्विनीतिस्तु क्रियते जीविताग्या ।

पञ्चत्वच्छेदं गमिष्यामि किं सिंहानुनयेन मे ॥

(a) Can you detect any operations of *Sandhi* in the text and *विदधान* एव ? Account for the modifications.

(b) Change *विदधान* into its *Parasmaipada* corresponding form and give the न् प्रत्ययान्त form of the same.

(c) Parse इतः and conjugate the root of सदाएते in लाङ् (imperfect).

(d) Decline the base of the nominal component of the compound word प्रत्यहम्.

(e) Change सर्वः पशुभिः सिंहो यिज्ञप्तः ; निमिति सर्वपशुच्छेदः क्रियते into the active construction.

(f) Paraphrase (*i.e.*, reproduce in simple prose) the *shloka* in the extract given above.

2. यद्भावि न तद्भावि भावि चेन तदन्यथा ।

इति चिन्ताविषयप्रबोधयनगदः किं न पीयते ॥

Paraphrase this couplet, and change the construction of the second half into the active form.

3. हिरण्यक आह । द्विविधं वैरं भवति सहजं कृत्रिमं च ।

यस आह भोः द्विविधस्य वैरस्य लक्षणं श्रोतुमिच्छामि ।

Answer the question put by the crow.

4. (1) पंच यत्र न विद्यन्ते तत्र वासं न कारयेत् ।

(2) अतिदाने बलिर्बद्धः सर्वमत्यन्तगर्हितम् ॥

(a) Enumerate the persons and things to whom reference is made in extract (1).

(b) Parse कारयेत् ।

(c) Parse अतिदाने; and give the construction (अभ्यव्य) of the sentence सर्वमत्यन्तगर्हितम् ।

(d) To what *Paurániaka* legend does the statement बलिर्बद्धः allude?

5. गुणिगणगणनारस्मे न पतति कठिनी लुकम्भवा यस्य ।

तेनाभ्वा यदि लुतिनी वद वन्ध्या कीदूशी भवति ॥

सतिरेव वलाहू गरीयसी यदभावे करिणामियं दशा ।

इति घोषमतीव डिलिङ्गः करिणो हस्तिपक्षाहतः क्षणान् ॥

(a) Reproduce in simple prose these two stanzas.

(b) Give the vocative singular of भव्वा ।

(c) Give the प्रकृति and प्रत्यय of the base of गरीयसी and decline it in the masculine gender.

6. आगतस्य गृहं त्यागस्तथैव शरणार्थिनः ।

याचमानस्य च बधो नृशंसे गर्हितो बुधैः ॥

कुर्यात् निन्दितं कर्म न नृशंसं कथंचन ।

इति पूर्वे भहात्मान आपहुम्भविदो विदुः ॥

श्रेयांस्तु सहदारस्य विनाशोऽद्य भम स्वयम् ।

ब्राह्मणस्य बधं नाहमनुमंस्ये कदाचन ॥

(a) Translate these *shlokas* into English.

(b) Analyze the *Sandhi* in श्रेयांस्तु and state rule.

(c) Expound the समास in सहदारस्य and give the alternative form that the compound can assume.

(d) Conjugate the root of भनुमंस्ये in ज्ञद् (present.)

तां सत्यनामां दृढतोरणार्गलां
 शृहीर्विच्चित्रैरुपश्चोभितां शिवान् ।
पुरीभयोध्यां नृसहस्रंकुलां
 शशास्त्रं वै एकसमै नहीपतिः ॥

- (a) Reproduce the stanza in easy prose.
 (b) Exound the त्रयास of the underlined compounds.

SANSKRIT.—SECOND PAPER.

PANDIT ADITYA RAM BHATTACHARYA, M.A., Examiner.

1. Translate into English :—

उदेति त्वविता रक्ते रक्त एवास्तमेतिच ।
 सन्ध्यत्तौ च दिपत्तौ च नदृतामेकास्तपता ॥
 खलः सर्षेपनान्नाग्नि परायद्वाग्नि पश्यति ।
 आलनोऽविलवनान्नाग्नि पश्यनपि न पश्यति ॥
 लाववं कर्मसामर्थ्यं स्थैर्यं क्लेशनहिष्पुत्रा ।
 दोषद्रव्यो जग्धिदीसिद्ध व्यायामादुपजायते ॥
 त्वमेव नाता च पिता त्वमेव ।
 त्वमेव घन्युध्य सखा त्वमेव ।
 त्वमेव विद्यादविलां त्वमेव ।
 त्वमेव सर्वं मन देवदेव ॥
 सत् सङ्गाद् भवति हि साधुता खलानाम् ।
 साधूनां न हि खलमङ्गलात् खलत्वन् ॥
 येषां न विद्या न तपो न दानं
 ज्ञानं न शीलं न गुणो न धर्मः ।
 ते शृत्युलीके भुवि भारभूता
 मनुष्यरूपेण सृगाम्नरन्ति ॥

Translate into Sanskrit :—

(a) He who leaves his bed early in the morning and takes a walk and breathes the pure air of the field grows healthy every day.

(b) Look here, the birds are sweetly singing on the trees ; the bees are sipping honey in the flowers ; the swans are sporting in the lake ; and the boys are plucking flowers from the creepers.

(c) There stood a large banyan tree in a forest. Many birds had built their nests on it and dwelt there. A serpent lived there in a hole below. He would eat the young ones of the birds. Once said a crow to the birds, "Let us place pieces of meat near the whole of a mungoose and as far as the hole of the serpent. The mungoose will certainly go to the hole of the serpent and will kill him." This being done, the serpent was killed.

HISTORY AND GEOGRAPHY.

T. W. ARNOLD, Esq., B.A.

REV. A. E. JOHNSTONE.

BABU ABHAYA CHARAN SANYAL, M.A.

BABU SARAT CHANDRA MUKERJI, M.A.

} Examiners.

1. (a) Upon what grounds did William of Normandy claim to be King of England ?

(b) Show by a genealogical table the descent of the York and Lancastrian Kings and subsequent union of the two houses.

2. (a) Distinguish between an Impeachment and a Bill of Attainder, giving the first instance of each.

(b) When and in what manner was Calais acquired and lost by England ?

(c) Give the origin of the Whig and Tory parties.

3. (a) Write a short narrative of the American War of Independence.

(b) State the main provisions of the Reform Bill of 1832.

4. (a) State clearly the final cause of the decline and fall of the Mogul Empire in India.

(b) When and how did the East India Company lose respectively its trading monopoly and its political powers ?

5. (a) Narrate with date the circumstances of the Treaty of Bassein,

(b) Describe the acts for which Warren Hastings was impeached in Parliament.

6. (a) What were the results of the following battles:—Waudiwash, Assaye, Mecanee, Sobraon, Korygaum?

(b) State Lord Dalhousie's reasons for the policy of annexation, and name the states that successively fell victims to that policy.

7. (a) What are the stages by the Trans-Caucasian route from England to India?

(b) Name six large islands of the East Indian Archipelago.

What channel separates the Asian from the Australasian groups?

(c) Describe the government of Japan.

8. (a) What and where are the following:—Tangier, Congo, Sydney, Alleghanies, Plata?

(b) What are the chief places of interest in a voyage up the Nile?

(c) Mention the chief productions of the Australian colonies.

9. (a) How is the direction of the earth's rotation indicated at night?

(b) Why is it that cloudy nights are usually warmer than clear ones?

(c) Explain the formation of dew and icebergs.

10. (a) What is the origin of underground caverns?

(b) State four prominent facts about the sea.

(c) What are the evidences regarding the existence of great heat inside the earth, and what useful purpose does it serve in the economy of nature?

ENTRANCE EXAMINATION, 1892.

ENGLISH.—FIRST PAPER.

H. O. BUDDEN, Esq.
M. CROSSE, Esq., M.A. } Examiners.
W. C. HORST, Esq.

N. B.—Particular attention must be paid to *neat* writing and *correct* spelling.

1. Give the meaning of the following extracts:—

(a) There can be, I think, no more useful or more sacred task, than assisting in forming the moral and intellectual character of a new society. It is the surest and best kind of missionary labour: But in our colonial society every man has lived to and for himself, and the bonds of law and religion have been so little acknowledged as the great sanction and security of society,—that one shrinks from bringing up one's children, where they must in all human probability become lowered, not in rank or fortune, but in what is infinitely more important, in the intellectual and moral and religious standard by which their lives would be guided.

(b) In the promotion of a leader there is no reason to doubt that supremacy is almost unconsciously assumed by those endowed with vigour and courage, rather than from the accidental possession of greater bodily strength; and the devotion and loyalty which the herd evince to their leader is something very remarkable. This is more readily seen in the case of a tusker than any other, because in a herd he is generally the object of the keenest pursuit by the hunters. On such occasions the elephants do their utmost to protect him from danger.

2. Explain the following extracts:—

(a) None of us liveth to himself or dieth to himself.

(b) But like the skeleton at the feast

That warning timepiece never ceased—

“For ever-never!

Never-forever?”

What motion is represented by the words of the clock.

(c) Pompeii is the ghost of an extinct civilization rising up before us.

(d) But there is more in late repentant love
Than steel may keep suppressed.

What is the force of *may* here? In what other senses is it used?

(e) He looks the whole world in the face,
For he owes not any man.

(f) Spots made famous by the sword and pen.
Till each one is a shrine.

(g) Greater he that ruleth his own spirit
Than he who taketh a city.

(h) I have ample means at my disposal, and will remunerate you for whatever trouble I may put you to.

(i) I am sure that the distinctions of moral breed are as natural and as just, as those of skin and of arbitrary caste are wrong; and mischievous.

3. Give in simple prose the full meaning of the following stanzas:—

(a) With them I take delight in weal
And seek relief in woe;
And while I understand and feel
How much to them I owe,
My cheeks have often been bedewed
With tears of thoughtful gratitude.

(b) Stern Daughter of the voice of God!
O Duty! If that name thou love;
Who art a light to guide, a rod
To check the erring, and reprove;
Thou who art victory and law
When empty terrors overawe;
From vain temptations dost set free,
And calm'st the weary strife of frail humanity!

4. (a) What does the poet refer to in 3 (a) of the above question? Distinguish between *to understand* and *to feel*. What is the force of the prefix in *bedewed*? Explain the phrase *thoughtful gratitude*. What other kinds of gratitude can there be?

(b) What figures of speech are used in the second stanza above 3 (b)?

Point out and name the *subordinate* sentences in it.
Parse the words, *duty, love, reprove, free*.

5. (a) "How blest must be the memory of those who, like the setting sun, have left a trail of light behind them, by which others may see their way to a worthy life and a peaceful death!"

What other similar illustrations (from a tree falling in the forest, the coral insect dying) does the writer give of the fact that we leave an influence behind us after we die?

(b) "This is the state of man: today he puts forth
"The tender leaves of hope; to-morrow like our
"And bears" &c.

Complete the figures as given in Shakespeare's line. Whose words are these supposed to be, and what do they describe?

6. (a) Distinguish between the meanings of the following pair of words:—

There was no *sinful* or *criminal* action that he failed to commit.

The *deterioration* and *degeneration* of words.

Falsehood and *deceit* were banished.

This will test your *courage* and *fortitude*.

(b) Give the meanings of the following :—

Beau-ideal ; presence of mind ; catastrophe ; officious ; specious.

7. Give the meaning, in simple English, of the following extracts which are not in your prescribed course :—

(a) The first great crisis in Bacon's life was the sudden death of his father, which recalled him from France, and by depriving him of four-fifths of his expected fortune left him at eighteen to fight his own way in the world. He had always been intended for the bar ; he now began to study law in earnest. Not that he intended to be a lawyer only. He had already begun to see visions of philosophical and political reform, and his aim was to qualify himself for some public post which should provide him not only with a livelihood, but with leisure and influence—two things as necessary as meat and drink to the aspiring youth, who felt that he was "born for the service of mankind."

(b) My hair is grey, but not with years,

Nor grew it white

In a single night

As man's have grown from sudden fears :

My limbs are bow'd, though not with toil,

But rusted with a vile repose,

For they have been a dungeon's spoil ;

And mine has been the fate of those

To whom the goodly earth and air

Are bann'd and barr'd—forbidden fare ;

But this was for my father's faith,

I suffer'd chains and courted death.

ENGLISH.—SECOND PAPER.

C. A. ANDREWS, Esq., B.A.

J. W. BACON, Esq., B.A.

T. W. ARNOLD, Esq.,

Examiners.

1. (a) Give the plural forms of—

Volcano, piano, grotto, mosquito, staff, distaff, major-general, commander-in-chief.

(b) What different meanings have the plural forms of the following words:—*custom, number, premise, minute?*

(c) Change into correct possessive forms, without altering the sense, the expressions in italics:—

- (1) This horse *belongs to some one else.*
- (2) The house *belonging to Charles Dickens* is burnt.
- (3) He applied for *furlough for six months.*
- (4) He paid the money *for the sake of conscience.*

2. (a) What change of meaning do the following words undergo when the annexed prepositions are added to them:—

Break—in,—out,—down.

Put—off,—out,—down.

(b) Explain the meaning of the following idiomatic expressions, and illustrate them by sentences of your own composing:—

From hand to mouth.—To beat about the bush.

To make good.—To pocket an insult.

To laugh in one's sleeve.—The way of the world.

3. Distinguish between the root and the stem of a word. Give the force of the prefixes or suffixes in the following words:—

Picturesque, misconduct, monarch, childish, uniform, withdraw, peninsula, sympathy, wholesome, manhood.

4. What are strong and weak Verbs? Give the preterite and Past Participle of—

Smite, bid, swim, slay, ride.

In the following sentences change the Verbs of the Active Voice to the Passive, and of the Passive to the Active, without materially altering the sense:—

- (1) The cricket-match was played quickly.
- (2) The teacher found fault with his pupil.
- (3) You are said to have warned him in time.
- (4) They refuse him permission.
- (5) Having been once burnt, the child dreads the fire.

5. Correct the following sentences, and state the reason of your corrections:—

- (1) He told, with regard to my idle habits, if you do not study, that how you will pass.

- (2) I shall come to Lucknow direct, but if I shall visit Cawnpore, it shall delay me two days.
- (3) Such students will be allowed to compete who have passed Entrance Examination.
- (4) Everyone of the students, except you and I, have failed.

6. (a) Convert the following passage from the direct to the indirect form of narration :—

"Hercules," said the Goddess of Virtue, "I offer myself to you because I know you are descended from the gods, and that you have given proofs of that descent by your love of virtue. This makes me hope you will gain, both for yourself and me, an immortal reputation."

(b) Convert the following passage from the indirect to the direct form of narration :—

The Goddess of Pleasure advised Hercules to be her friend and to follow her. She would lead him into the possession of pleasure. His whole employment in her service would be to make his life easy. She begged him therefore to come with her to the region of delights, and to bid farewell for ever to care and pain.

TRANSLATION.—URDU.

Translate into English :—

ایک بارہ سنگا کسی شفاف جھپل سے اپنی پیاس بجھاتے وقت اپنی سینگوں کی خوبصورتی پر جنمکا عکس اُسنئے پانی میں دیکھا متعجب ہوا۔ مگر اُسی وقت اپنی تانگوں کے فہایت پتلا پن کو دیکھ کر یہ بولا کہ "کیا افسوس کامقاوم ہی کہ ایسے خوبصورت جانور کو اس طرح کے بیہودا اعضا ذیشے جاویں"! اگر میری تانگیں کسی قادر بھی میری سینگوں کے مناسب ہوتیں تو میں حقیقتاً کس قدر غمیس جانور ہوتا! وہ اپنے دل میں یہ کہی رہا تھا کہ شکاری کتوں کی آواز سنکر سخت پویشان ہوا۔ وہ اُسی وقت جنمکل میں بھاگا اور اپنے پیچھا کرنڈوالنکو اُتنا پیچھے چھوڑا کہ بیچ ہی جاتا مگر بدنصبی

سے اُسکی سینئنگیں ایک پست دارخت کی شاخوں میں پھنس گئیں اور بیہاں وہ قید ہو گیا بیہاں تک کہ وہ شکاری کتنے آخر ہے اور اُنہوں نے اُسکو پھاٹ کر تکڑے تکڑے کر دیئے۔ اپنے اختیار وقت میں وہ چلایا : ”نم لوگ اپنے فوائد کی کس قدر قادری کرتے ہیں ! جن تماذکوں کو میں نے ذلیل سمجھا تھا اُنہوں نے مجھے کو بہترانی دیا ہو تو اُگر میری معحبوب سینئنگیں مجھکو دشکے سے تباہی میں نہ تالتیں“ ॥

TRANSLATION.—HINDI.

Translate into English :—

एक बारहसिंगा किसी खच्छ चरोवर में अपनी प्यास की छुफा रहा था कि उसने आपने नींगों की परलाई जल में देखी। शौर उनकी उन्दरता में निहित हो गया। उसी समय आपने पेरों की पतलाई को देख बोला “कैसी दुःख की बात है कि ऐसे उन्दर जन्तु में होज़ वहि मेरे पेर मेरे नींगों के सरीरे होते।” आपने आप इस तरह बोलता ही रहा कि उसने शिकारी कुत्तों के भूकने का शब्द सुन पाया और उर गया। तुरन्त बन की शोर भागा। और पीछे दौड़ने वालों के लागे इतना ही गया कि वध नया होना। परन्तु दुर्भाग्यवश उसके सींग एक खोटे पेड़ के गालों में फँप गये और वह बटक रहा जबलीं कि शिकारी कुत्ते आ पहुंचे और उसको टुकड़े कर चौर ढाले। बारहसिंगर आपने शान्तकाल के समय छिपा कर यों बोल रठा “हाय! हम आपने लाभकारी बस्तुओं को ठीक २ विचार नहीं कर रखे।” जिन पेरों को मैं तुच्छ सनकरता था वे मुझे बचा ले जाते यदि मेरे शिष सींग गुण को धोखे में छाल कर जीरे सत्ताजाम न लारती !!

ARITHMETIC AND ALGEBRA.

PANDIT LAKSHMI SHANKAR MISRA, M.A.,

RAI BAHADUR.

MAHA MAHOPADHYAYA SUDHAKAR DUBE.

BABU JADAB CHANDRA CHAKRAVARTY, M.A.

Examiners.

1. How is a fraction affected by adding the same number to the numerator and the denominator?

Prove that $\frac{3+4}{4+5}$ is greater than $\frac{3}{4}$ and less than $\frac{4}{5}$.

2. (a) Divide $\frac{1}{3} [3 + \frac{1}{3} \left\{ 3 + \frac{1}{3} (3 + 1\frac{1}{2}) \right\}]$ by 125.

- (b) Reduce $\frac{1744}{1532}$ and $\frac{1526}{5232}$ to their lowest terms and express their difference as a decimal.

3. Forty men finish a piece of work in 40 days; if 5 men leave the work after every tenth day, in what time will the whole work be completed?

4. Find the difference between the Simple Interest and Discount of £330 in 4 years at $2\frac{1}{2}$ per cent. per annum.

5. Extract the square root of $\frac{1000 \cdot 2001}{1000}$.

6. Find the value of $\frac{x+2a}{x-2a} + \frac{x+2b}{x-2b}$ when $x = \frac{4ab}{a+b}$.

7. (a) Find the H. C. F. of $x^3 - x^2 - 8x + 12$ and $3x^2 - 2x - 8$.

- (b) Extract the square root of $(x + \frac{1}{x})^2 - 4(x - \frac{1}{x})$.

8. Simplify :—

$$\frac{a(a+1)+1}{(a-b)(a-c)} + \frac{b(b+1)+1}{(b-a)(b-c)} + \frac{c(c+1)+1}{(c-a)(c-b)}$$

9. Solve the following equation :—

$$(i) \frac{(x+a)(x+b)}{x+a+b} = \frac{(x+c)(x+d)}{x+c+d}$$

$$(ii) \frac{m}{x} + \frac{n}{y} = a ; \frac{n}{x} + \frac{m}{y} = b.$$

10. If $a : b :: c : d$ prove that $\frac{2a+3b}{4a+5b} = \frac{2c+3d}{4c+5d}$.

في غير وقت لزيارة ولا يستعيرون منه ولا يتعرضون لها ياتيه
فلو رأوه مثلاً مضطجعاً على قارعة الطريق لم يسألوا لاي سبب
فغسل ذلك بل ربها حسبيوا ان اهل بلاده جهيعاً يضطجعون
مثله وان في ذلك مصلحة لهم اذا زارك احدهم ورأى
عنده مثلاً امرأة او نساء لم يفهمه ان يسائلك عن سبب زيارة تمرين
مها لا بد منه في بلادنا وكم الوراوة تماشياً امرأة في الطريق
او تضا صرها فكل منهم مشغول بهمه ومعهوم بشغله *

2. Write with diacritical marks and translate the following:—

صلي اعرابي مع قوم فقرأ الإمام قل اروعيتم ان اهلكني الله و
من معى فقل الاعرابي اهلك الله وحدك اي شي كان من المدين
معك فقط القوم الصلوة من شدّة الضحك *

3. Give the meaning of ثالٍ مجردة صيغة مضي—

مقادير - تهاذيل - مسائل - فريده - فريضه - جديده - مستغاذ -
عبديد - يكيد - خهاد - ملتهقي - غفران - رضوان - ذلائل -
موات - ضحايف - منشار - ذباب - امتحان - مستحسنكان *

4. Give some of the meanings in which is issued and illustrate your answer with examples.

5. Enumerate the حروف مشبه بالفعل and explain why they are termed مشبه بالفعل.

6. Give the second person singular feminine-imperative mood (صيغة واحد موقف حاضر امر) of زينت - وزن يخرون - تحسن - دحرجه - اذهبهم - تفي - ساقى - مواكلة - تصريح *

7. Translate into English and explain allusion or allusions contained therein:—

اذا كنت في ذمة فارعها * فان المعاذي تزيل الذمم
و حافظ عليهما بشكر الاله * فان الاله شديد الذمم
فاين القرون ومن حولهم * تذانوا جهيعاً وربى الحكم

وَكُنْ مُوسِراً شَيْئاً أَوْ مُجسِراً فِيهَا قِطْطَاعُ الْحَيَاةِ أَلَا بِهِمْ
حَلَوْتَ دُنْيَاكَ مُسْبِّحَةً فَإِذَا تَأَكَلَ الشَّهْرَدُ أَلَا بِهِمْ
سَامِدٌ دُنْيَاكَ مُفْدُومَةً فَإِذَا تَكَبَّسَ الْحَسِيدُ أَلَا بِهِمْ
إِذَا قَمَ اسْرِدَنَا نَقْصَهُ تَوْقِحُ زَوْلًا إِذَا قَبَلَ قَمَ
وَكُمْ قَدْرٌ دَبٌ فِي غَفَلَةً فَلَمْ يَشْعُرَا إِنَّا سَاهِيَنَّ

8. Translate into English: and name the author:-
- لَا يَعْلَمُ الْغَيْبُ أَدَمُ لَا يَدْفَعُ الْمَوْتَ رَصَدُ
لَكَلَ شَغَلٌ رَجُلٌ لَكَلَ قَوْمٌ عَبْدُ
طَهْيَارَةُ الْأَخْلَاقِ مِنْ كَرْمِ الْأَعْرَاقِ
الْمُنْزَرُ عَبْدُ أَنْ طَهْرُ وَالْمُجْدُ حَرَانُ قَنْجَعُ
سَاكِلُ قَوْلُ يَسِيعُ سَاكِلُ نَصْحَ يَنْجَعُ

ARABIC.—SECOND PAPER.

MAULVI SYED KARAMAT HUSAIN, *Barrister-at-Law.*, Examiner.

- I. Translate into Arabic and give vowel marks to your translation:-

I will go to that school to-morrow morning. Please to give me that book. Open your book. Where shall I begin? That is a hard word. This is very easy. Do not read so loud. You read too low. Begin at the second page, fourth line. All prayers are due to God. Lord of the Day of judgment. There we worship and from there we ask help. Lead us to the right path. Can you speak Arabic? I can speak a little. I can read better than I can speak. I do not know it yet. Few read Arabic well.

2. Translate into English:-

فِلْمَهَا فَرَغَ الْمُسْنَدُ بِاَنَّ الْجَهَنَّمَ مِنْ شَعْرٍ وَنَظْمَهُ اَرَادَ أَنْ يَهْبِطَ
حَمَّاتَهُ وَيُسَيِّرَ اَنْ قَدَّ مَالِعَ عَلَيْهِ مِنْ ذَلِكَ الْجَهَنَّمَ غَلَامَ صَغِيرَ
الْمُسْنَدِ فَتَبَيَّنَ عَلَيْهِ يَهُ الدَّهْنَاءُ وَقَدَّلَ لَهُ اَنْ دَخُلَ كَلْمَ سَيِّدِي فَقَاهَهُ
يَدَهُوكَ فَدَخَلَ الْجَهَنَّمَ بِعَلَيْهِ الْجَهَنَّمَ فَادَنَ اَنَّهُ صَاحِبُ الْمُهَكَّمِ

بالمجلوس قم انه قدم له شيئاً من اذواع الطعام فتقديم المسند باد
الجهنم و اكل حتى شبع و قال الحمد لله علي كل حال ثم انه
غسل يديه و شكر صاحب المكان علي ذاك فقال صاحب المكان
مرحبا بك و فهارك مبارك فيها يكون اسيبك *

3. Translate into Arabic:—

(1) Now the Lord had said unto Abraham,—Get thee out of thy country and from thy kindred and from thy father's unto a land that I will shew thee.

(2) And I will make of thee a great nation, and I will bless thee, and make thy name-great, and thou shalt be a blessing.

4. Translate into English:—

ان جاء العين لهم يبقى اذن ولا عين - سلطان بلا عدل كنهز
بلا ماء - شخص بلا ادب كجسد بلا روح - الدأى على الخير
كفعاليه - لا يشكر الله من لا يشكر الناس - الوحدة خير من
جليس النسوء - عدو عاقل خير من صديق جاهم - الصبر متاع
الفرج - من يفعل الخيرات الله يشكروها - رأس الخطايا المحرص -
حب الدنيا والهوى رأس كل خطيئة - حال الاجل دون الامل -
اكجاهم عدو نفسه فكيف يكون صديق غيره - الشر قليله كثير
ان جئتنا جئنا اليك - نهبتكم الي المسبحة - تذهب راكبيين الي
خالد - قعدت في المسبحة - قعد زيد في السوق - اذا قاعد علي
الكرسي - تكبر زيد - حررت هذا الكتاب - اذا طمعت الشهرين
لاح الصبح - تقاتل رشيد و خالد - قاتل زيد بيده - انقطع
النهار - تلاقى زيد و عيسى - ان تكرمني اكرمك - ان اهنتني
اهنتهك - اكتسب زيد ملا - اجلس ايها الحبيب - امس جئت
اليكم - لا تشرك بالله - ان الشرك لظلم عظيم - لا تذهب من
هذا - اجلس حبيها مجلس - جاء الاولك باكيها - جلست عند

MAULVI SYED KARAMAT HUSAIN, J
BARRISTER-AT-LAW,

MUALVI SYED KALAN, M. A. J. Examiner.

1. Translate the following into English and give the moral of the Fable in your own Persian:—

این حکایت شنون که در بنداد رایت و پرده را خلاف اقتداء
رایت از زیج راز و گرد رکاب گفت با پرده از طریق عتاب
من و تو هردو خواجه تاشانیم بنده بارگاه سلطان نیم
من ف خدمت دسی زیبا سودم گاه و بیگانه در سفر بودم
تو نه رزیج آزوی نه دصار نه بیابان و راز و گرد و غبار
قدم من بسعي پیشتر است با کندیزان یا سهن بوئی
تو بدر بنده بادست شاگردان بسفر پایی بن و سر گردان
من فتاده بادست سور آستان دارم نه چو تو سر بر آسمان دارم
گشت من سور بر آستان افزاده گردن افزاده حویشتن را بگردان ازد ازد
هر که بیهوده گردن افزاده کس نیاید بجنگ اقتداء

سلامی اقتداء است و آزاده کس نیاید بجنگ اقتداء
2. (a) Give the original and translated meaning of the following:—
(b) What word or words are underlined before and after the word *کسر* in the above extract?
(c) Analyze the last but one couplet in the above extract according to the Persian Grammar.

3. Translate into English the following:—

موری دیدنده بزور ملدی کبر بسته و ملخی را ده برا برو
خود برد اشتبه بته جسیا گفتند این سور را بینید که باین
ذاتوانی باری را باین گرانی چون میکشد — سور چون این
نهن بنمید بخواهد و گفت سوران بار را به زیر روی همتو

بازوی جمیعت کشیده اند نه بقوت قن و صحت بدن
قطعه *

باری که آسمان و زمین سر کشد ازان
مشکل توان بیاوری جسم و جان کشید
هبت قوی کن از مدد رهوان عشق
کان بار را بقوت هبت توان کشید

4. (a) How do the phrases **اد** **برای خود** **in the above extract stand, grammatically.**

(b) What is meant by the phrase **رهوان عشق** and how?

(c) Mention the allusion referred to in the above قطعه.

5. Give the English meanings of the following and mention as many Persian words or phrases as give the same meaning:—

پیچ پیچ، قیز، سنگ پشت، شاعر، پنج پایک، گز خوردن

6. Explain how you get the date of accession of Jehangir to throne from the following couplet—

سال جلوس شاهی قاریح شد چو بنها
اقبال سر به پای صاحبقران ثانی

7. Translate into English the following:

فرزند عالیجاه با ظهور جاسوسان معلوم شد که شاهزاده از
بنها در پور نما خبسته بنیاد خایی از مخاطره ذیست قطاع
الطاریقان مال بیو پاریان و مسافرین بغارت میپرورد و متولدین
وا منیت نهیت تواند آمد و رفت نمود هرگاه در قرب لشکر ما و
شها این حال بوده باشد وای برحال طرق دور داشت معلوم
میشود که منمیدان اخبار معتبر بآن فرزند نهیرسانند از آنچه که
شفلت و بپروائی خلاف طریق ویاست و حمامیانی است کاتبان
جدید پنجمین تجهیز نهایند و عمله و فعله پیشین و ایستار سانند
و فوجی مسنه مقرر سازند که ایستاد مقصداً از بیخ و

کوڈه شاهراه از شر جماعت، حرامیان پاک سازند فذگ بد
علمی تاکی کوارا توان کرد * بیت *

من ذہینگویم زیان کن یا بفکرسود باش
ای فرست بے خبر در هرچه باشی زود باش

8. Translate the following into English:—

یوسف کم گشته باز آید بکفجان غم مخور
کبله ادزان شود روزی گلستان غم مخور
این دل غمده ده حالش به شود دل بد مکن
وین سر شور بده باز آید بسامان غم مخور
هان مشو نومید چون واقف نه زا سرار غیب
باشد اندر پرده بازیهای پنهان غم مخور
در بیابان گر بشوق کعبه خواهی زد قدم
سر زنشها گر کند خار مخیلان غم مخور
ایدل ار سیل فنا بندیاد هستی بر کند
چون ترانوح است کشتیجان رطوفان غم مخور

9. Explain the above in Persian, elucidating the allusions contained therein.

10. Write out, from memory, a dozen Persian couplets, translate them into English and refer them to their author or authors as the case may be.

11. Explain the following and write out what you know of:— چهل طیار

گر کاخ نه رواق زر اندودت آرزو است
زین پنج پا برون نه وزین چار در گذر
دار غرور نیست مقام قرار تو
منصور وار از سر این دار در گذر
با مار بپر مهره کسی دوستی فکرد
بر کن طبع ز مهره واز مار در گذر
چون میتوان بگلشن روحانیان رسید

سُنْهَىٰ نَهَىٰ وَ زَيْنَ رَهَ پُر خَارَ دَر گَذَر
 أَبِنْ يَمِينِ نَشِيمِنْ قَدَسْ أَسْتَ جَاءَ تَوْ
 زَيْنَ آشِيَانْ چَوْ جَعْفَرْ طَيَّارَ دَر گَذَر

PERSIAN.—SECOND PAPER.

MUALVI ZAKAULLAH, KHAN BAHABUR,
 SAMSULULAMA.

PANDIT BISHAMBAR NATH.

} Examiners.

1. Translate the following into English :—

در اخبار آمد که سلطان مصر بنا پادشاه روم طرح موافقت
 انداخته دختر او را از بیرون پسر خود خطبه کرد و هم دختر خود
 را در عقد پیشوایی دو آورد—بنسبت این وصلت رسیل و رسائل
 از جانبین متواصل گشت—و با تفاوت این دو صاحب دولت هر
 دو نهانکت بایکدیگر آراستگی پذیرفت—و در امور کلی وجزوی
 مراجعت برای دیگر کردند و به مشورت باهی همیج مهمن
 شروع فرمودند—روزی ملک مصر بقیصر روم پیغام فرستاد
 که پسران زندگی حیات و عهد کافی اند و نام ما بعد از
 وفات جز بحیات ایشان باقی نمی ماند— * بیت *

زندگی است کسی که در دیارش * ماند خلفی بیان گارش
 پس همت بر انتظام حال و فراغ بال ایشان مصروف باید داشت
 و عنان عنایت بصوب جهودیت و وسعت معیشت ایشان معطوف
 باید ساخت— و من بجهدت پسر خود چندین ذخایر و نفایس
 و برد و سطوار و ضیاع و عقار مهیا کرد ام— از آن طرف راه
 جهان آرای آن حضرت در حسن لاهتمام بحال پسر خود چه
 اقتضا فرموده است— چون این پیغام پسیح قیصر زید بتبسی
 فرموده گفت— مال یار بی وفا و محبوب نا پایدار است ازو
 حسابی نباید گرفت و بهتای فانی دنیا ره دنی فریخته نباید
 شد— من پسر خود را بخلیه ادب بیمار استه ام و خزانه مکارم

اخلاق براي او ذخيره نهاده ام-مال در بعرض فنا و زوال است و ادب اين از تغيير انتقال-چون اين خبر بهلک عرب رسيد گفت راست ميگويد -

انشکوت چون اين مكتوب بر خواند بر اسيبي راهوار بر فشسته شتاب کنان به تبزيز آمد-و درخش ساعتي شب يازدهم شوال بدري سردار سلطان ناصر الددين شاه حاضر شده-و بدستياري دربان و حاجب معروض داشت-که سرا امري واجب افتاد که درين نيم شب خويشن را بدرين رنج و تعذيب آنداخته و تا بدرين جا تاخته ام-لا جرم شاهنشاه اجازت كرد-تبا خاصه پيشگاه شد- پس مجلس را از بيگانه به پوداخت-و انشکوت مضامون فامه را مكتوب ساخت-شاهنشاه ايرا که آيت يزدان بود چون کوه بوجای همچنان آشفته را نگشت و انشکوت را وخصت انصراتداد-و از پس آن کس بطلب ميراز افضل الله و نصیرالملك که اين هنگام مذهب وزارت داشت فرستاد-و اورا خاصه كرده قصه اين غائله را با او حدیث كرد-نصیرالملك از اصحابه اين خبر پايت از سر ندانست-همي خواست ديوانه شود-و اگر نه از هوش بيگانه گردد-شاهنشاه بازگ بر آورده که با خويشن باش و را خويش تبزير مكن-اين هنري فداشد-مرد عاقل آفست که در مهالك پر آفت و مصالك مخافت عقل خويش را پويشیده نسازد و از طريق حزم و روبيت بچاره پردازد-

2. Translate the following into Persian:—

He had a garden, filled with the choicest flowers ; and to cultivate it was his favourite amusement. It happened that the cattle of the adjoining pasture had broken down the fence ; and he found them trampling upon and destroying a bed of fine flowers.

He could not drive these ravagers away, without endangering the still more valuable productions of the next garden ; and, he hastened to request the assistance of the gardener. You "intend to make a fool of me" said the man, who refused to go, as he gave no credit to the tale of Mendaculus.

One frosty-day his father had the misfortune to be thrown from his horse, and to fracture his thigh. Mendaculus was present, and was deeply affected by the accident, but had not strength sufficient to afford the necessary help ; he was therefore obliged to leave him in this painful condition on the ground, which was at that time covered with snow ; and with all the haste in his power he rode to the nearest village, to solicit the aid of the first benevolent person he should meet.

His character, as a liar, was generally known : few to whom he applied paid attention to his story ; and no one believed it. After losing much time in fruitless entreaties he returned with a sorrowful heart, and with his eyes bathed in tears, to the place where the accident happened.

SANSKRIT.—FIRST PAPER.

PANDIT ADITYA RAM BHATTACHARYA, M.A., *Examiner.*

1. Explain :—

(a) प्राक् पाद्योः पतति खादति एष्टसांसं
कर्णे कलं किमपि रौति शनैर्विचित्रम् ।
छिद्रं निहृप्य सहसा प्रविशत्यशङ्कः
सर्वं खलस्य चरितं सशकः करोति ॥

(b) अपि संपूर्णतायुक्तैः कर्त्तव्याः सुहृदौ बुधैः ।
नदीशः परिपूर्णोऽपि चन्द्रोदयसुदीक्षते ॥

(c) ज्ञते प्रहारा निपतन्त्यभीक्षणं
घनक्षये दीव्यति जाठराग्निः ।

आपत्सु वैराणि समुद्धसन्ति
च्छ्रद्वेष्वनर्था वहुलीभवन्ति ॥

2. (a) Conjugate the root of पतति and खादति in लिङ् and of इक्षते and इष्यति in जड़.

(b) Decline the base of सुदृशः and आपत्सु in all the cases.

(c) In the extracts the *visarga* has in some places undergone transformation and in other places remained unchanged. Account for it in each case.

(d) How do you form the expression चहजीभवन्ति ?

3. अस्ति दाक्षिणात्ये जनपदे महिलारोप्यं नाम नगरम् ।
तस्य नातिदूरस्यो महोच्छ्रायवान् नानाविहङ्गोपभुक्तफलः
कीटैरावृतकोटरश्चायाश्वासितपथिकजनसृहो न्ययोधपा-
दपो महान् ॥

(a) Exound the *Bahubrihisumasa* in the above extract.

(b) In what cases do the declension of महोच्छ्रायवान् and महान् differ ?

(c) Conjugate the root of अस्ति in जड़ and लिङ्.

4. Translate into English or Hindi :—

एवं तस्य प्रवदनं आकर्षपूरितगराणनो लुव्यकोप्युपा-
गत । तं दृष्टा सूयकेण तस्य रनायुपाशस्तत्त्वगात् रगिडतः ।
अत्रान्तरे चित्राङ्गः सत्वरं पृष्ठमवलोकयन् प्रधायितः । लघुपत-
नको वृक्षमाद्धृठः । हिरण्यकश्च समीपवर्ति विलं प्रविष्टः ।
अथासौ लुव्यको मुगगमनाद् विषणुवदनो व्यर्थश्चमस्तं मन्य-
रकं मन्दं मन्दं स्थलमध्ये गच्छन्तं दृष्टवान् । अचिन्तयश्च ।
यद्यपि कुरङ्गो धात्रापहृतस्तथापि श्रयं कूर्मं श्राहारायं
सम्पादितः । तदस्यामिषेण मे कुटुम्बस्याहारनिर्दृतभविष्यति ।
एवं विचिन्त्य तं दर्भैः सञ्चाद्य धनुषि सनारोप्य इकन्धे
कृत्वा गृहं प्रस्थितः ॥

5. (a) Change the construction of the sentence मूर्खकै त्वान् स्नायुपाशः खण्डतः into the active and of लब्धकौ मन्थरकं दृष्टवान् into the passive.

(b) Use finite verbs for the following participles : खण्डतः, आरूढः, प्रविष्टः, दृष्टवान्, अपहतः, प्रस्थितः

6. Explain :—

संहतिः श्रेयसी पुंसां स्वकुलैः स्वत्पकैरपि ।

तुषेणापि परित्यक्ता न प्ररोहन्ति तश्चुलाः ॥

अधोऽधः पश्यतः कस्य महिमा नोपजायते ।

उपर्युपरि पश्यन्तः सर्व एव दरिद्रतिः ॥

7. Render into easy Sanskrit prose the following :—

कोसलो नाम सुदितः स्फीतो जनपदो महान् ।

निविष्टः सरयूतीरे प्रभूतधनधान्यवान् ॥

अयोध्या नाम नगरी तत्रासीम्नोकविश्रुता ।

मनुना मानवेन्द्रेण या पुरी निर्मिता स्वयम् ॥

आयता दश षट् भौजनानि महापुरी ।

श्रीमती त्रीणि विस्तीर्णा सुविभक्तं महापथा ॥

राजमार्गेण महता सुविभक्तेन शोभिता ।

मुक्तपुष्पावकीर्णेन जलसिक्केन नित्यशः ॥

SANSKRIT.—SECOND PAPER.

PANDIT ADITYA RAM BHATTACHARYA, M.A., Examiner.

1. Translate into Sanskrit :—

(a) God maketh the sun to rise on the evil and on the good ; and sendeth rain on the just and on the unjust.

(b) When thou givest alms to the poor let not thy left hand know what thy right hand giveth.

(c) For where your wealth is there will your heart be also.

(d) Once upon a time some boys were playing near a pond. Seeing many frogs in the water they began to throw stones at them. Some of the frogs were killed and some were hurt. Where-

upon one of the frogs cried out "O boys, it may be sport to you, but it is death to us."

2. Translate into English:—

(a) श्राकर्त्तव्यं न कर्त्तव्यं प्रागैः काटगतैरपि ।

कर्त्तव्यसेव कर्त्तव्यस्मिति वेदविदो विदुः ॥

(b) कृते विश्वहिते देवो विश्वेषः परमेश्वरः ।

भगवान् भवति प्रीतो यतो विश्वं तदान्त्रितम् ॥

(c) शशिना च निशा निशया च शशी

शशिना निशया च विभाति नभः ।

पयसा कमलं कमलेन पयः

पयसा कमलेन विभाति सरः ॥

(d) एकदा द्वे मित्रे पथि गच्छतः स्म । अथ भज्जूककस्तत्र समाययौ । ततो भज्जूकं दृष्टा तयोरेकः सहचरः प्राणाभयात पलायमानः तरुमारुरोह । द्वितीयस्तु उपायमदृष्टा मृतवत् भूमौ पपात । अथ भज्जूकः समीपमागत्य तस्य मुखनासा श्रवणादीनि चाग्राय तं मृतं विनिश्चित्य प्रतस्ये । लय गते भज्जूके वृक्षादवतीर्थे बन्धुरपृच्छत् । सर्वे भज्जूकः किमुका गतः । स ग्राह । भज्जूकेनोक्तं यो हि विपदि मित्रं मुमुक्षिष्ठापि न विश्वसनीय इति ॥

HISTORY.

C. H. LINTON, Esq., M.A.	Examiners.
B. MUTTI, Esq.,	
F. G. HOUSDEN, Esq., M.A.	

1. Give some account of the customs of the English settlers in Britain. Point out what the English gained from their conversion to Christianity.

2. What led to the Barons' War in the reign of Henry III? What were the results of that war? Mention the principal events of the reigns of King John and Edward I.

3. Explain the growth of royal power in the time of the Tudors. State briefly what you know of the dissolution of the monasteries in the reign of Henry VIII. What was the new spirit that marked the reign of Elizabeth?

4. Give some account of the war of the Spanish succession and of the Seven Years' War.

5. (a) Write short historical notes on the following :—Ship-money; Habeas Corpus Act; Petition of Right; Whig and Tory; Provisions of Oxford; Reform Bill (1832).

(b) State what you know of Oliver Cromwell; John Wyclif; Sir Robert Walpole; Lord North.

6. Give a brief account of the invasions of Mahmud of Ghazni. Mention briefly the principal events of the reign of Aurangzeb. Contrast his general policy with that of Akbar.

7. State what you know of the Rajputs, Mahrattas, and Sikhs. Give a brief account of the Sikh wars. State the final results of those wars.

8. Mention the principal measures of Lord William Bentinck's and Lord Dalhousie's administrations.

9. For what are the following men known in history :—Abul Fazl; Todar Mall; Warren Hastings; Lord Clive; Sir Colin Campbell.

GEOGRAPHY.

B. D. GORDON, ESQ.,	} Examiners.
REV. H. M. M. HACKETT, M.A.	
BABU MADHU SUDAN, MUKERJI.	

1. *Distinguish between a lake and a lagoon;—the bed and the basin of a river;—continental and oceanic island;—aqueous and igneous rocks; waves and currents of the sea;—an avalanche and a glacier;—the flora and the fauna of a country.*

2. *What are the principal causes which influence the climate of a country? On what is weather dependent? What are isothermal lines? And what isobars?*

3. *What and where are the following:—Abū, Baltoro, Canary, Douro, Elburz, Formosa, Gobi, Honolulu, Indiana, Jelalabad, Kilanea, Liberia, Manipur, Negrais, Omsk, Panama, Quillimane, Ranchi, St. Gothard, Tokio, Yucatan?*

4. Briefly describe any five of the following :—

The Suez Canal, the Great Pamir, the Himalaya Mountains, New Zealand, Lake Victoria Nyanza, the Falls of Niagara, the Pampas of South America.

5. Draw a *Map of India* showing its chief mountains, rivers, seaports, and inland towns.

6. Draw a *Map of Africa* showing the territories respectively under British, French, German, Portuguese, Italian, Belgian, Turkish, and Spanish influence.

7. What country is called the *Land of the Rising Sun*? Give a social sketch of its people.

8. Name in order and briefly describe the chief places of interest which a coasting vessel would pass in proceeding from *Shanghai* to *Aden*.

9. Over what parts of the globe are the following useful commercial products distributed :—Coal, cocoa, cotton, iron, petroleum, salt and silk?

ENTRANCE EXAMINATION, 1893.

ENGLISH.—FIRST PAPER.

W. C. HORTS, ESQUIRE, *Examiner.*

I. Write out the following passage in prose; be brief; use the simplest language you can; bring out the meaning fully; and explain each metaphor and allusion :—

(a) Had our lives been spared, I might gradually have weaned myself from the tenets of my own faith and inclined to thine; but in this last hour it were a craven thing, and a base, to yield to hasty terror what should only be the result of lengthened meditation. Were I to embrace thy creed, and cast down my forefathers' gods, should I not be bribed by thy promises of heaven, or swayed by the threats of hell? Olinthus, No! think we of each other with equal charity,—I honouring thy sincerity,—thou pitying my blindness, or my obdurate courage.

(b) O blithe new-comer! I have heard,
I hear thee and rejoice;
O cuckoo! shall I call thee bird,
Or *but* a wandering voice?
While I am lying on the grass,
Thy two-fold shout I hear;

From hill to hill it seems to pass
At once far off and near.

(c) From town to town, from tower to tower,
The red rose is a gladsome flower.
Her thirty years of winter past,
The red rose is revived at last ;
She lifts her head for endless spring,
For ever lasting blossoming.
Both roses flourish, Red and White,
In love and sisterly delight.
The two that were at strife are blended;
And all old troubles now are ended.

(d)- My youngest son, and now my only care, when he was eighteen years of age, began to be inquisitive after his mother and his brother; and often importuned me that he might take his attendant, the young slave who had also lost his brother, and go in search of them; at length I unwillingly gave consent; for, though I anxiously desired to hear tidings of my wife and eldest son, yet in sending my younger one to find them, I hazarded the loss of him also.

II. Express as clearly as you can what the following extracts mean :—

- (1) Charity is the salt of riches.
- (2) In thier conversation, which was long and sprightly, he discovered nothing of *the barbarian*.
- (3) There was a manhood in his look,
That murder could not kill.
- (4) Beneath the glistening wave the god of day,
Had now five times withdrawn the parting ray,
- (5) The groves were God's first temples.
- (6) In Persia, the great hot-bed of lies and intrigue, a man who does not tell a lie is indeed a phenomenon.
- (7) He hath brought many captives home to Rome,
Whose ransoms did the general coffers fill.
- (8) I was in my fifteenth year when I built these castles.
- (9) What are ye, monarchs, laurelled heroes, say,
But *Aetnas* of the suffering world ye sway ?
- (10) Sloth, like rust, consumes faster than labour wears,
While the used key is always bright.

III. Parse the words that are italicised in questions I. and II.

IV. How do the lapse of time and the flow of rivers resemble each other, and how do they differ? What lesson is the story of "Prince Azgid and the Lions" intended to teach? What is the difference between fame and true honour?

V. Write down the meaning of the following words :—cascade, trite, careen, strategy, interdict, pagoda, mendicant; and what are :—Nairs, God's-Acre, Geber, Forum, Mara.

VI. What is iron? Where is it found? What different industries are connected with it? In what different states is it used? What is meant by pig-iron? What virtues has iron?

VII. Write down the meaning of the following :—

To fight at close quarters. A matter of life or death.

To weigh anchor. To lisp in numbers.

Itching fingers. A twice-born man.

A palpable lie. (Elephants) in a state of nature.

VIII. Give in your own words the substance of the poem entitled, 'the dream of Eugene Aram.'

(Your answer is not to extend over more than three pages of your answer-book.)

ENGLISH.—SECOND PAPER.

B. EUTTI ESQUIRE, Examiner.

I. Correct, if wrong, any of the following :—

- (1) I have not got some cloth. (2) They have any cloth.
- (3) Have you got some cloth? (4) Have they got any cloth?
- (5) He had many breads. (6) I have much loaves of bread.
- (7) He had some bread. (8) I have some loaves of bread.
- (9) I have finished my letter last night. (10) Influenza has raged in the city since Monday last.
- (11) He comes that he may see me. (12) He comes that he might see me.
- (13) He goes lest he shall see me. (14) He goes but he should see me.
- (15) He liked you better than he like me.

II. Parse the Italicised words in the following :—

The *then* King; water *to drink*; much has been done; fare *thee* well; to over-sleep *oneself*; honey *tastes* sweet; the drums *are beating*; if he *is* not guilty, why do you punish him? if he *be* guilty, he will be fined; I am *to tell* you the truth, tried of this work. He must *needs* do this.

III. (a) When is an adjective said to be used attributively and when predicatively?

(b) Distinguish between Demonstrative adjectives and Demonstrative pronouns.

(c) What is the resemblance, and what the difference between a Demonstrative pronoun and a Relative pronoun?

(d) In what different senses is the verb *to be* used?

N.B.—Give examples to illustrate your answer in each case (a,b,c,d).

IV. Insert appropriate proposition in the blanks given below:—

(a) A man of honour adheres—his convictions and acts—a sense—duty even if men rail him and think him weak—understanding and wanting—common sense.

(b) Change the direct form into the indirect. The teacher became angry and said to his pupil:—"Why have you disturbed the class again in this way? I have told you before that when I am speaking you should be silent. Leave the room and do not return to-day."

V. Give the meaning of the following prefixes and suffixes in the under-mentioned words:—

A in *ashore*, *arise*, *ashamed*, *apathy*; *be* in *between*, *bedim*, *behead*, *befall*; *en* in *darken*, *vixen*, *golden*, *maiden*; *age*, in *bondage*, *hermitage*, *tillage*, *brokerage*.

VI. (a) Form two complete sentences to illustrate each of the following:—

Nominative absolute, cognate object, dative of interest, factitive object and object of manner.

(b) Exemplify the use of *but* as a relative, an adverb, and conjunction; of *that* as a Demonstrative adjective, Demonstrative pronoun, a Relative pronoun; of *since* as a preposition, an adverb, and a conjunction.

VII. Analyze the following sentences in the form given below:—

The clause.	Kind of clause.	Connectives.	Subject.	Adjuncts to Subject.
1	2	3	4	5
Finite verb.	Indirect object.	Direct object.	Complements with adjuncts to Predicate.	Adjuncts to Pred., or Extension of Pred.
6	7	8	9	10.

(a) Even as the driver checks a restive steed, so do thou, if thou art wise, restrain thy passion, which if it runs wild, will hurry thee away.

(b) What thou biddest, I obey.

(c) My wretched, wretched soul, I knew
Was at the devil's price.
A dozen times I groaned ; the dead
Had never groaned ; but twice.

VIII. Reduce the following compound or complex sentences into simple :—(1) The letter was taken to the wrong house and so it never reached me. (2) Turn to the right and you will find the house. (3) It is a sad thing that he died so young. (4) Tell me when and where you were born. (5) He was not a man who would tell a lie.

Reduce the following simple sentences into a compound one :—A poor Arab came suddenly upon a spring of sweet water. He had never before tasted any but brackish water. He thought such sweet water fit only for a king. He filled his leather-bottle from the spring. He set off to present it to the king.

IX. Write down—

the plurals of—Norman, footman, man, servant, Lieutenant-Governor, Governor-General;

the feminines of—earl, bull, calf, sire, Mr., Executor ;
the past tense and past participle of—lie (to lie down); lie
(to speak false), die, dye, think, sink, buy ;
the diminutives of—swan, lamb, sack, seed, man.

X. State in the form of a letter of not more than ten lines, the profession you would like to adopt, and the reasons of your choice. N.B.—Date, address, &c., must be inserted in the proper places.

ENGLISH.—THIRD PAPER.

TRANSLATION.—URDU.

BABU RAM MOHAN BANERJI, B.A., *Examiner.*

Translate into English :—

A.

ایک بارہ سنگا فے کسی صاف جھیل میں پانی پیتے وقت

اپنے سینگوں کا سایہ پانی میں دیکھا اور اپنے سینگوں کے خوبصورت ہونے سے متعجب ہوا۔ اسی وقت یہ سمجھ کر کہ میری ڈانگیں کیسی پتلی ہیں اُنسنے اپنے دل میں کہا کہ بڑے افسوس کی بات ہے کہ مجھہ ایسے خوبصورت جانور کی ڈانگیں ایسی پتلی ہوں۔ میں کیسا شاندار جانور ہوتا اگر صرف میری ڈانگیں ویسی ہی خوبصورت ہوتیں جیسے میرے سینہگ ہیں۔ اس خیال میں تھا کہ شکاری کتوں کے ایک غول کا بھونکنا اور شکاریوں کی آواز سنکروڑ یکاک چونک پڑا۔ ان آوازوں کو سنکر اسنے میدان میں نہایت قیزی سے چوکری بھری اور کتنے اور شکاری لوگ اسقدر پیچھے چھوٹ گئے کہ وہ ان سے بچ سکتا تھا۔ لیکن ایک گھنے جنگل میں گھس جانے سے اسکے سینگ شاخوں کے درمیان پھنس گئے اور وہاں وہ جکڑا پڑا رہا یہاں تک کہ کتنے اسکے پاس پہنچ گئے اور اسکو تکڑے تکڑے کرتا۔ آخر وقت میں اُنسنے اپنے جی میں کہا کہ جو کچھ ہم لوگوں کے لئے نہایت مفید ہوتا ہے اُسکو ہم لوگ کیسا بے قدر جانتے ہیں۔ جن ڈانگوں کو میں فاچیں سمجھتا تھا وے مجھہ کو اس سے بچائی جاتیں اگر یہ سینگ جنپر میں ایسا نازان تھا مجھہ کو ہلاکت میں نداشتے۔

B.

قریب قریب ہر شخص نے خاندان را تھس چائیلڈ کا حال جو جہاں میں سب سے زیادہ دولتمند ہوا سنا ہے اُسکی دولت و بزرگی ایک مشہور و معروف ایماندارانہ فعل کی وجہ سے قائم ہوئی جو اسکے خاندان کے ایک شخص کی ذات سے قریب ایک صدی کے گمرا صادر ہوا تھا اُسوقت وہ لوگ کچھ بڑے دولتمند نہ تھے۔

انقلاب سلطنت فرانس کے زمانہ میں ملک جومنی کے شہر فرنگوں جو دریا میں پرواقع ہے ایک بیووی صرات

قليل البعثات ليك ذيک نام مسیہی موزز را تھس چاؤیلڈ رہتا
 تھا - چب فوج فرانس نے جمنی پر خروج کیا تو شہزادہ
 فرنگورت میں ہو کر گذرا تو اُس نے موزز را تھس چاؤیلڈ سے
 استدعا کی کہ اپنی پاس اسکا ذر کثیر اور کچھ بیش بہا
 جواہرات آمانت رکھ لئے ورنہ غنیم کے ہاتھ پر جانے کا احتمال
 ہے - اس یہودی نے استدر مال اپنی تحویل میں اینے سے
 انکار کیا تھا مگر جب موزز نے دیکھا کہ شہزادہ کو کوئی سے
 دوسرا ذریعہ اپنی دولت کی حفاظت کا نہیں ملتا ہی تو
 آخر کار اوسکے رکھ لئے پر رضامند ہو گیا لیکن اوسکی رسید
 دینے سے انکار کی اسوجہ سے کہ ایسے خطرناک وقت میں وہ
 اوسکے واپس کرنے کی ذمہ داری نہیں کرسکتا تھا - یہ زر
 روانہ کئے گئے اور جیسے ہی فرانسیسی لوگ وہاں پہونچے
 مستر راتپس چائیلڈ اوسکو اپنے باغچہ کے ایک گوشہ میں
 دفن کر چکا تھا مگر اونٹ اپنی دولت جو تعداد میں صرف
 چند ہزار پونڈ تھی چھپانے کی کوشش نہیں کی - چنانچہ
 فرانسیسون نے اوسکے قبضہ میں اور زیادہ دولت ہوتی کا
 احتمال نہ کر کے اوسیکو لے لیا - اگر وہ برخلاف اسکے بہانہ کرتا
 کہ اوسکے کیہہ دولت نہیں ہی تو وہ ضرور تلاش کرتے جیسا
 کہ انہوں نے کئی موقعون میں کیا تھا اور مہکن تھا کہ نکال
 کر کل دولت لے جاتے - جب شہزادہ کی دولت کیوں کر نکالی
 مستر راتپس چائیلڈ نے شہزادہ کی دولت کیوں کر نکالی اور
 اوس میں سے تیور اسما روپیہ لیکر اپنے کام میں لایا - اوسکو
 کاروبار میں سو سو ہزار روپیہ حاصل ہوئی اور جلد کہا کر اپنے ذات
 خاص کی بہت دولت جمع کی ۔
 چند سال بعد جب امن و امان پھر قائم ہوا اور شہزادہ

ڈیپشی کیسیل اپنی ریاست کو واپس آیا وہ فرنگی گورنمنٹ کے صرات کے پاس جانے سے کسی قدر خائف تھا کیونکہ وہ خیال کرتا تھا کو فرانسیسیوں کے ہاتھ مال و متع آیا بھی نہ و مگر میکن ہی کہ موزز بھاند کردے کہ وہ لئے گئے اور اپنے پاس کل رکھ چھوڑے مستقر را تھس چائیلڈ نے جب اوسے اطلاع دی کہ کل دولت اوسکی محفوظ و اپسی کے لئے موجود ہی اور زر نقد پر پانچ روپیہ فی صدی سو ڈالا وہ تو شہزادہ بہت ہی متعجب ہوا سا تمہاری اسکے صرف نے یہ بھی بیان کردیا کہ کس طرح اوسنے اوسکو بچایا تھا اور اوسکا تھوڑا سا روپیہ اپنے کام میں لانے کی نسبت یہ کہکو عذر و معذرت کی کہ اوسکی حفاظت میں مجھے اپنی سب ذاتی دولت تصدیق کرنا پڑی مستقر را تھس چائیلڈ کی وفاداری سے کہ جسکی امانت میں اوسکا اسقدر زر خطیر تھا شہزادہ ایسا متأثر ہوا کہ قلیل شرح سو ڈال روپیہ اوسی کے قبض و تصرف میں رہنے دیا اور ذیز اپنی مشکوڑی ثابت کرنے کے لئے اوسنے اس ایجاداً میہودی کی شاہان یورپ سے سفارش کر دی چنانچہ موزز سے بہت بڑے بڑے معاملات میں قرضہ وصول کرنے کے لئے کام لیا گیا کہ جس سے اوسکو منافع کثیر حاصل ہوئی *

زمانہ ترقی کے ساتھ اوسکی دولت بیہک ترقی کرتی گئی اور اپنے قیدی بیتلوں کو اسی قسم کے کاروبار میں یورپ کی قیدی بڑی دارالسلطنتوں یعنی لندن و پیرس و ویانا میں لگا دیا۔ چنانچہ وہ سب کامیاب ہوئے وہ دنیا کے غیر عہدہ دار لوگوں میں اعلیٰ درجہ کے دولتمہند ہوئے جو بیتا لندن میں مسکن گزین تھا سن لارکھ پونڈ استرلینگ چھوڑ کر مرا دیگر اوسکے دو بیتے شاید کچھ کم دولت ہوئے نہیں ہیں اور بیترن کا خطاب پائی ہوئے ہیں *

ARITHMETIC AND ALGEBRA.

J. GANNON ESQR., Examiner.

1. Two recurring decimals are added together; prove that the number of digits, in the period of the result, cannot exceed the product of the numbers of the digits in the original periods.

2. Find the value of $\frac{5}{4}$ of 36 $\frac{1}{2}$ of 1 mile, 5 fur., 30 poles.

3. Multiply Rs. 2, anna 1, by $\frac{\frac{1}{2}+\frac{2}{3}+\frac{1}{4}+\frac{1}{5}}{\frac{1}{2}+\frac{2}{3}+\frac{1}{4}+\frac{1}{5}}$.

4. Find by practice the cost of 10 cwt. 3 qrs. 23 lbs. 8 oz., at £ 1-5-8 per cwt.

5. A sum of money was divided amongst 5 people, 4 of them received respectively 15, $\frac{1}{3}$, $\frac{1}{2}$ of the whole, while the 5th received £ 105-3 6d. What was the sum divided?

6. An oz. of standard gold, one twelfth of which is alloy, is worth £ 3-17-10 $\frac{1}{2}$, how many sovereigns would be coined from 36 lbs. 8 oz. of pure gold?

7. Find the square root of 6246.057024 and of 71.173.

8. Simplify

$$(a) \left(\frac{x-y}{x+y} + \frac{x^2-y^2}{x^2+y^2} \right) \left(\frac{x+y}{x-y} + \frac{x^2-y^2}{x^2+y^2} \right)$$

$$(b) \frac{2}{b-a} + \frac{b-a}{(c-a)(b-a)} + \frac{2}{c-a} + \frac{c-a}{(a-b)(c-a)} + \frac{2}{a-b} + \frac{a-b}{(b-a)(c-a)}$$

9. Find the H.C.D. of

$$2x^3 - 2x^2 + x^2 + 3x + 5, \quad x^4 - 2x^3 + 3x - 9.$$

10. Solve

$$(a) 5 + \frac{2}{3 - \frac{1}{4-x}} = \frac{29}{5}$$

$$(b) \frac{x-a}{b-a} + \frac{x-c}{b-c} = 2,$$

$$\left. \begin{aligned} & (c) \frac{x-a}{c-a} + \frac{y-b}{c-b} = 1 \\ & \frac{x+a}{c} + \frac{y+a}{a-b} = \frac{a}{c} \end{aligned} \right\}$$

11. If I subtract from the double of my present age, the treble of my age six years ago, the result is my present age. What is my present age?

12. What is involution? Find the square root of

$$1 - 4x + 10x^2 - 20x^3 + 25x^4 - 24x^5 + 16x^6.$$

13. If

$$\frac{a}{b} = \frac{c}{d} = \frac{e}{f}$$

each of these ratios = $\left(\frac{pa^3 + qc^3 + re^3}{pb^3 + qd^3 + rf^3} \right)^3$

EUCLID AND MENSURATION.

J. A. D'CRUZ, B. A., *Examiner.*

N.B.—To obtain full marks, candidates must make neat figures, and quote the authority for each step in Euclid.

I. Define a parallelogram, a secant, a sector, a segment of a circle, converse propositions, and reciprocal proportions.

What is the difference between "five feet square" and "five square feet"?

II. If two triangles be upon the same base, and on the same side of it, and have their sides which are terminated in one extremity of the base equal to one another; the sides terminated in the other extremity of the base are unequal.

III. If two triangles have two sides of the one respectively, equal to two sides of the other; but if the angle contained by the two sides of one be greater than the angle contained by the two sides equal to them of the other: the base of the one which has the greater angle is greater than the base of the other.

IV. A straight line bisecting the two sides of a triangle is parallel to the base.

V. The rectangle under the sum and difference of two straight lines is equal in area to the difference of the squares on those lines.

VI. If three points are not in the same straight line, a circle may be described whose circumference shall pass through them.

VII. To construct an isosceles triangle, in which each of the angles at the base shall be double of the angles opposite to the base.

VIII. A ladder placed in a street reaches a window 32 feet high making an angle A with the wall. On being turned round without removing the foot, it reaches a window 24 feet high on the other side of the street, making an angle $(90^\circ - A)$ with the wall. Find the breadth of the street.

IX. Having given the three sides of a triangle, to find the radius of the circle described about it.

X. The three sides AB, AC, BC, of a triangle are 68, 75, and 77 feet respectively. Find the length of the perpendicular from A on BC.

IX. What is a cross? Describe how the situation of the perpendicular to a straight line, from a given point without it, may be determined with the aid of the cross.

XII. In a quadrilateral figure ABCD, AB=BC=CD=60 yards, AD=80 yards, and the angle DAB is a right angle. Find the area of the figure.

XIII. Make a rough sketch of the field, and find its area from the following measurements in links. The boundary line BFC is an arc of a circle.

	<input type="checkbox"/> A	
3200		0
1900		150 K
H. 0		
G. 120		
	<input type="checkbox"/> C	
	<input type="checkbox"/> C	
2550	0	
1280		1280 F
0	0	
<input type="checkbox"/> B	Go N. W.	
<input type="checkbox"/> B		
1920	0	
1280		100 E
500	80 D	
0	0	
<input type="checkbox"/> A	Go N. E.	

ARABIC.

MAULVI SYED AMJAD ALI, M.A., Examiner.

1. Translate into English:—

هذا ما كان من أمرها وأما ما كان من أمر سيدنا فجئه فانه أتي الي زارة وجلس علي فراشا ونادي يا نعم فلم تجبه فقام مسترعا ونادي فلم يدخل عليه أحد وكل جارية في العبيت اختفت خوفا من سيدها فخرج فجئه الي والدته فوجدها جائسة ويدها على خدها فقال لها يا أمي أين نعم فقلت له يا ولدي مع من هي أو ذقي مني عليهما وهي الجوز الصالحة فانهما خرجت معهما لتزور القراء وتجود فقال ومتى كان لها عادة بذالك وفي أي وقت خرجت قال خرجت بكرة اثناء رقاد وكيف اذنت لها بذلك فقلت له يا ولدي هي التي اشارت علي بذالك *

(2) Re-write the above with vowel-points carefully set over each letter.

(3) Write down the roots of the following:—

فراش و سيد و جارية و عادة و اشارت و اختفت

4. Translate into English:—

وَجَلْ ظَرِيفٌ كَانَ اعْتَادَ السَّفَرَ فِي الْبَلَادِ لِيُجْرِبَ الْأَمْوَارَ مِنْ أَحْرَالِ الْعِبَادِ فَاتَّفَقَ أَنْ وَصَلَ إِلَيْ بَلْدَ وَتَفَهَّصَ عَيْنَ يَتَفَرَّجَ مِنْ رَوْيَتَهُ وَرَوَايَتَهُ وَيَقْتَبِسَ مِنْ اُنْوَارِ فَرَاسِتَهُ وَدَرَائِتَهُ فَاشَارُوا إِلَيْ رَجُلٍ مِنْ الْكَبِيرَاءِ يَقَالُ لَهُ أَبُو الْمَكَارِمِ فِي خَالِهِ كَاسِمِهِ وَاشْتَاقَ لِيَسْتَرِيدُّ زَمَانًا مِنْ مَهْنَ السَّفَرِ وَالْهَظَالِمِ فَلَمَّا زَارَهُ وَجَدَهُ مُخَالِفًا لِلْمَكْنِيَّةِ فَتَنَاهَصَ وَرَجَعَ عَدِيمَ الْمَهْنَيَّةِ فَإِذَا أَسْتَهْسَوْا مِنْ بَشِّرَتَهُ آثَارَ النَّهَالِ قَالَ وَاحِدٌ مِنْهُمْ كَيْفَ الْحَالُ فَاجَابَ لَهُ دَخَلتُ عَلَيْهِ لَمْ أَرَأَيْنَا مِنْ أَبْنَائِهِ لَدِيهِ *

(5) Explain the last sentence in question No. 4 as clearly as you can. Why ابنا instead of بنتا?

(6) Translate into English:-
 الغفل في الإيذار والجود في الاعسار
 بذل فضل اليمال ليس من الأفضل
 الكلب بعد الأكل يتزكى كل فضل
 الدهر كالميزان في شاء العيمان
 لاكتن ذي ربيه مكان كفتيره

(7) Name the author of the above verses and explain the
 simile therein.

(8) Translate into English:-
 لا تتعصباً عن التقى ما مندباً
 وبر ذي القربي وبر الاباعد

وقارن اذا قارنت حر امرؤ دبماً
 عغيفاً ذكياً منجزاً المهاuded
 وكف الاذى راحفظ اسائزك رارتب
 فتى من بنى الاخراز زين المشاهد
 وغض عن المكردة طرفك راجتنب
 اذى البخار استمسك بتحليل المحادد

(9) Make a list of the several parts of speech contained
 in the above couplets. Mention the kind of couplet in
 زين المشاهد (Zen al-Mashhad) and analyze the first hemistich or
 مجزء first part of the second hemistich.

ARABIC - SECOND PAPER.

1. Translate the following into Arabic, and put very carefully all the vowel marks:-

She called him. She will go home. He came to him. She came to her. He came to her. She came to him. Two men came. One woman went out. How do you do. Very well. All praises are due to God. Do you know Arabic? Yes, a little. I have been studying it for the last four years. It is a difficult

language. It requires very careful study. Contentment is the first quality. Half a loaf is better than no bread. Every thing has an end. All men are like one another. Their father is Adam and their mother Eve. Keep silence often. Be contented with your daily bread. Disobey your vicious inclinations. I long to know something about our country. I shall be happy to gratify your wish. Under the British Government our lives and properties are safe. Owls are birds that fly by night. They have large heads, great eyes that jut forward, strong hooked bills and crooked claws.

2. Translate the following into English :—

قیارک الله احسن المخالقین و الحمد لله رب العالمین
تھببت امس الی السوق واشتريت هنگاک خبزا من الخبراء ثم جئت
الی مکافی - ثم جاء الوقت فلئھضت و قیمت متوجهها الی داری فلم
اصل الی داری الاورسل الہماک قد ہبھوا علی و حملو نی ھبلا
عنیغا و ذہبوا بی الیه فوجئته قاعدا علی کرسی وهو غصبان
فقال یا اسحاق اخرجت عن الطاعة فقلت لا و آللہ یا منک
قال فاما قصتك أصدقني الخبر فقلت فهم ولكن في حلوة
فاشار الی من بین يدیه فذهبوا فحدقتہ الحدیث و قلت له
انی و هدتها بحضورک قال احسنت ثم اخذنا فی لذتنا ذلک
اليوم و الیمک متعلق القلب بها *

PERSIAN.—FIRST PAPER.

MUNSHI RAM KISHEN, Examiner.

1. Translate literally into English :—

جاکینتوس حکیم ابلهی رادید دست د رگریبان د انشہندے (۱)
و دیکھ بود و بی حرمتی میکردم - گفت اگر این دانہ بودے کار
اوپنا نادان بدینجا فرسیدے که گفتہ اند * مشنوی *
دو عاقل را نباشد کین و پیکار * نه دانے ستینزد باسیکسار
اگر نادان بوحشت سخت گوید * خود مندش بنومی دل بخوید
دو صاحبدل نگه دارند موے * همیندون سرکش و ازرم جو
و گراز هر دو جانب جاہلا فند * اگر زنجیر باشد بگسلانند

ذایینایی در شب تاریک چراغ بدهست و سبوده بردوش (۱) در راهی میرفت-فشویی در راه باو در چار شد و گفت ای ذادان روزش پیش تو یکسان است و روشنی و تاریکی در چشم تو برابر این چراغ را فائد چیست-ذا بینا بخندید که این چراغ از بهتر خود نیست از برای چون توکو دل بیخبر است قابا من پهلو ذهنی و سبوبم نشکنی *

فرزندزاده عزیز من از دین و دنیا مستغفید و فیر (زمند) (۲) داشته-قلعه ترکند و ذول کند را از اشقمیای ضلالت پیوند گرفتند-الحمد لله کارهای آن نور الابصار روز به سزاوار تحسین و قریب بسیار است - شوشیرو خان شهادتم مدبر درستی است - کار خوب از آدم خوب می آید-ترکند را به شوشیرو گذشت موسوم کردم-یکم را گرفتن و دیگر را دعوی کردن خاصه حرس بیت الهال عالمگیریست *

II. (a) Explain the construction of and give their English meanings :—

ازدم - و - گریان - فرزند زاده شمشیر

(b) Show by examples how compound adjective are formed in Persian.

III. Translate into English.—

اگر از شهر های قدیم بزرگ هندوستان است برکنار (۱) دریاچه چهنا قلمه کنند داشت-پدرم پیش از توالم من آنرا انداخته قلعه از سنگ سرخ تراشیده بنا نهادند که روند های عالم میل آن قلعه نشان نهی دندند-در عرض پانزده شانزده سال باقی هام رسید مشتعل بر چهار دروازه و دو دربیچه-سی و پنج لک روپیده که یک صد و پانزده هزار تومان را دیگران ایران و یک کور پنج لک خانی بحساب توران باشد خرج این قلعه شده *

میغفروند خواب و خور برای آنست که نیروے (b)
 جستجوی ایزدی رضا فراهم آید - بیچاره آدمی از بیدانش
 مقصود پندارد *

میغفروند - دریند پذیری نظر بزرگ سال و ثروت نیفتد
 خورد و تمیدست را از دیگران در حق نیوشی باز نداند *
 IV. Distinguish between and, نهی and, and ضمیر متصل. Give an example of each.
 ضمیر متصل.

V. Explain in Persian :—

یعقوب را دو دیده حیرت سغید شد

آوازه زمر بکنهان نهی رسدا
 از حشمت اهل جهل بکیوان رسیده اند

جز آن اهل فضل بکیوان نهی رسدا

زمد آن دائم دود آهش

بفرق سر شدی چتر سیاهش

ز خور شید حوات هیچ گاهی

نبود غیر آن چترش پناهی

VI. Translate into English and analyze the last couplet
 of (b) according to Persian Grammar :—

اے پسر همنشین اگر خواهی (a)

همنشینی طلب ز خود بهتر

مثل اخگر که با همه گرمی

سود گردد بوصل خاکستر

ورچه باشد فسروند طبع انگشت

چون باشند شود اخگر

گر تو خواهی که نیک ذام شوی

دور باش از بد اے عزیز پدر

خداوند گارا نظر کن بجود (b)

که جر آمد از بندگان در جود

گنه آید از بندو خاکسار
بامیسد عقو خداوندکار
این تاجوران که تاجدار اند
(c) بور درگاه او جیین گزار اند
این گذبد آسمان که بالاست
خشتریست ز آستان والاست

VII. Write out from memory any and
bring out its sense in your own Persian.

PERSIAN.—SECOND PAPER.

W. WILLIAMS Esq., LL.D., M.A.

I. Give a free, and not a word-for-word translation into
English:—

آوردہ اند که سلطان روم را با عزیز مصر مخالفت افتداد
(a) و لشکر کشیده قصد یک دیگر کردند و در لشکر رومیان کسے بود
کہ بدو حورت که مداد شدے عزیز مصر را از آن آکا کردی و
چون انبیاء آن نمود راست بود عزیز بر او اعتیاد کرد - این
سخن را به قیصر رسیدند مخالفت بدین التفات نکرد و بروے
آنکس فیاورد تا مصادیق نزدیک رسید قیصر اورا بخواهد و
بهمهی در پیش خود مشغول ساخت و در آنها آذھال سران
لشکر و امراء سپای خود را ملکیت و نعمت امراء عزیز خواص
بارگاه او بده من فوشه اند و سوکند خورده که چون صفت مصاد
راست شود عزیز را دست د گردن مستند پیش من آرنند شهاد
فارغ دارید و بتوت قیام روی بکار آید - آن مرد چون این
سخن بشنید متعجب شد چون از پیلس بیرون آمد در حال
این معنی را فوشه دیش عزیز فرستاد عزیز چون این حال
معلوم کرد بقریبید و توپخانه کردن مصالحت ندید و مصادف نکردہ
روے پیگریز نهاد و پیش در عقب او لشکر فرستاد و اس باب و
اموال عزیز بددست آورد و یدین یک تدبیر سپاهی را منهزم

هو که بے قدر بیرون کارے کرد. ملک از دست داد
ملک میباخواهی پنهانی کار بر قدر بیرون فه
بپر تساخیو ممالک لشکر و خیل و چشم
جهله در کار آند لپیکن زین همه تدبیر به
یوسف خان والی ولايت کشہبیرون ہمہوارہ اعظم از اطاعت (b)
و افقیاد فہودا پیشکشہ با لائقہ ارسال میداشت در سال سوم
جلوس والا یعقوب فامی پس بر خود را با پیشکش فراوان بدرگاه
والا فرستاد او چند گاه در حضور قیام داشت بنابر وحشتیکه
بخاطر داشت بے رخصت از حضور گردیخته بکشہبیرون رفت چون
این مهندی بعرض رسید فرمائے بنام یوسف خان صادر شد که
خیریت ذات و امنیت ولايت قو در این است که خود آمد
بیهلاز است مشترف شود یا پس خود را باستان والا بغرضتدا او
عذر دهے زمیدارانه پیش آورده عرض داشت فہود لہذا قصد
کشہبیرون بخاطر اکبر مقصہم "کشت شاهزاده میرزا و راجه بهگونت
داس و شاه قلی خان مسحوم و دیگر امرا برین خدمت منجین
شد بصلاح راه بران دوامت خواه روانه شدن و بسخطی و
عسرت قیام قطع مراجل فہودا نزدیک کشہبیرون رسیدند
یوسف خان دل خون قات مقاومت ندیده اراده داشت که
بامراے باشادی ملاقات فرماید اما از بیم کشہبیرونیان فهمی
قو است اخراً امر بده بمنافہ بیشان مکان مجاہد لہ بر آمد بامراے
باشادی ملاقی شد کشہبیرونیان باطلایع این مهندی حسین چک
را بحکومت برداشتہ آماده چنگ شدن درین آئنا یعقوب
پسرو یوسف خان از پدر جدا شدہ بکشہبیرون رفت کشہبیرونیان
فہودی حسین چک گذاشتہ بتو یعقوب جمیع آمدند و اور
شاه اسہبیل خطاب داده و سر کوہنم مسنه تکم ساخته وقصد
مسنار بده با لشکر باشادی صفوں آراسته

II. Translate into idiomatic Persian, and endeavour to express the full meaning of the English text :—

Cyrus, when he saw the Lydians draw up in order of battle, alarmed at the cavalry, had recourse to the following stratagem, on the suggestion of a Mede. Having collected together all the camels that followed his army with provisions and baggage, and having caused their burdens to be taken off, he mounted men upon them equipped in cavalry accoutrements, and having furnished them, he ordered them to go in advance of the rest of the army against the Lydian horse ; and he commanded his infantry to follow the camels, and he placed the whole of his cavalry behind the infantry. When all were drawn up in order, he charged them not to spare any of the Lydians, but to kill every one they met ; but on no account to kill Croesus, even if he should offer resistance when taken. Such were the orders he gave. He drew up the camels in the front of the cavalry for this reason ; a horse is afraid of a camel, and cannot endure to see its form or to smell its smell ; for this reason, then he had recourse to this stratagem, that the cavalry might be useless to Croesus, by which the Lydian expected to signalise himself. Accordingly, when they joined battle, the horses no sooner smelt the camels and saw them, than they whirled round, and the hopes of Croesus were destroyed.

SANSKRIT.—FIRST PAPER.

BABU MATI LAL BHATTACHARYA, M.A., *Examiner.*

I. अथ सौकोटरान्तरगतं गगकं दृश्या माषेपनाह, भोः गगकं न त्वया बुद्धरं कृतं यन्ममावग्यस्याने प्रविष्टोऽमि तच्छीघ्रं निष्क्रम्यताम् । गगक आह, न तवेदं गुहं किन्तु गर्मेय । तत् किं सिद्ध्या पहयाणि जलपमि । उक्तम् :—

बापी कूपतड़ागानां देवालयकुञ्जनाम् ।

उत्सर्गात्परतः स्वाभ्यनपि कर्तुं न गश्पते ॥
तन्मसैतद् शृहं न तवेति । कपिङ्गल आह भो यदि रमुति
प्रसाणीकरोपितदागच्छ भया सह । येन सृतिपाठकं पृष्ठा च
यस्य ददाति स गृह्णातु ।

- (a) Analyze the Sandhi in तच्छ्रीनं, भो यदि and शशका आह; and state rules.
- (b) Decline the base of असौ in all singular case-endings.
- (c) Expound the Samasas in the underlined words in the above extract.
- (d) What is the root of आह and in what tense is it used?
- (e) Explain समृतिं प्रमाणीकरोषि.

- II. (a) गुरुलाघवमर्थानामारम्भे कर्मणां फलम् ।
दीर्घं वा यो न जानाति स वाल इति हीच्यते ॥
- (b) एकेन खलु वाणेन मर्मण्यभिहते मयि ।
द्वावन्मौ निहतौ वृह्मौ साता जनयिता च मे ॥
- (c) सर्वे तस्यादूता लोका यस्यैते त्रय आदूताः ।
अनादूतास्तु यस्यैते सर्वास्तस्याफलाः क्रियाः
- (1) Reproduce the above extracts in simple prose.
 - (2) Parse the underlined.
 - (3) Who are meant by एते त्रयः in (c)?
 - (4) Change the extract (b) into the active form.

- III. (a) अर्थौ द्वावपि निष्पन्नौ युधिष्ठिर भविष्यतः ।
(b) सव्येन च कटीदेशे गृह्य वाससि पाण्डवः ।
तद्रक्षो द्विगुणा चक्रे रवन्तं भैरवं रवम् ॥
- (1) Translate the above into English.
 - (2) Who is the speaker in the extract (a)? What are referred to by अर्थौ द्वौ?
 - (3) Is गृह्य grammatically correct? Give reasons for your answer.

IV. Explain :—

- (a) कोऽगतिभारः समर्थानां किं दूरं व्यवसायिनाम् ।
को विदेशः सविद्यानां कः परः प्रियवादिनाम् ॥
- (b) दरिद्रान् भर कौन्तेय भा प्रयच्छेश्वरे धनम् ।
आधितस्यौषधं पश्यं नीरुजस्य किमौषधैः ॥

- (1) Parse ईश्वरे and औषधैः in (b).
- (2) Account for the long ? (ई) in नीहजस्य
- (3) Give the प्रकृति and प्रस्त्रव्र in कोन्तेय
- (4) Conjugate the root in प्रवच्छ in निद् (and Preterite).

V. (a) तां तु राजा दग्धरयो नहाराप्त्रविवर्धनः ।

पुरीनादासयाभास दिवि देवपतियथा ।

कपाटतोरणवतीं सुविभक्तान्तरापगाम् ।

॥ सर्वदन्त्रवुधवतीनुपितं सर्वशिलिपभिः ॥

- (1) Render the above into prose.
- (2) Expound the Samasas in the underlined words.
- (3) Give the meaning of आवागायामाम्.

V. बुभुक्षितः किं न करोति पापं, क्षीणा नरा निष्कर्मा भवन्ति । आख्याहि भाद्रे प्रियदर्जनस्य, न गङ्गदत्तः पुनरेति कूपम् ॥

- (1) Translate the above into English or Hindi.
- (2) Who or what are referred to by the underlined word?
- (3) In what case is भद्रे? Are there any cases of Sandhi in :-

“क्षीणा नरा निष्कर्मा भवन्ति”?

SANSKRIT.—SECOND PAPER.

BABU MATI LAL BHATTACHARYA, M.A., *Honorary*.

1. Translate into Sanskrit :—

- (a) “In the beginning God created the heaven and the earth.”
- (b) “Early to bed and early to rise, makes a man healthy, and wealthy, and wise.”

(c) “At dawn of day, we went out of the town to take a walk on a piece of high ground and saw the sun rising. It was now bright, so that we could not look at it. Then we saw the edge of the land.”

(d) “Flowers are sweet and beautiful, but they fade. For their sweetness and beauty. Animals are strong and active when full grown, but in old age they become feeble and slow. Men are fit

infants, they grow up and they die. Some are rejoicing to-day and weeping to-morrow. Everything in the world is changeable."

II. Translate into English :—

चलत लक्ष्मीश्वलः प्राणात्मलो देहोपयि यौवनम् ।

चलाचलश्च संसारः कीर्तिधर्मश्च निश्चलः ॥

विद्या विवादाय धनं जहाय

शक्तिः परेषां परिपौड़नाय ।

खलस्य साधोर्विपरीतमैतत्

ज्ञानाय दानाय च रक्षणाय ॥

शूकर उवाच

दशव्याघ्रा जिताः पूर्वं सप्तसिंहास्त्रयो गजाः ।

पश्यन्तु देवताः सर्वा अद्य बुद्धं त्वया नया ॥

सिंह उवाच

गच्छ शूकर! भद्रं ते ब्रह्मि सिंहो सया चितः ।

परिष्ठिता एव जानन्ति सिंहशूकरयोर्बलस् ॥

अस्ति जम्बूद्वीपे विन्ध्यो नाम गिरिः । तत्र चिन्नवर्णो
नाम स्यूरः पक्षिराजो निवसति । तस्यानुचरैरहं श्रीराघ्यमध्ये
चरन्नवल्लोकितः प्रष्टश्च करत्वं कुतः सप्तागतोऽस्मि । ततो नयो-
क्तम् अहं कर्पूरद्वीपस्य राज्ञो हिरण्यगर्भस्यानुचरः । कौतुकाद्वे-
शान्तरं द्रष्टुसागतोऽस्मि । तच्छ्रुत्वा पक्षिभिरुक्तम् अनयोः
कीदृशो देशः भद्रतरो राजा वा । ततो नयोक्तम् आः किमेव-
मुच्यते महदन्तरम् । यतः कर्पूरद्वीपः खगैकदेशः, राजा च
द्वितीयः स्वर्गपतिः कथं वर्णयितुं शक्यते । अत्र भद्रस्यले पतिता
पूर्यं किं कुरुथ आगच्छतास्मद्देशे गम्यताम् । ततत्त्वद्वचन-
माकर्ण्य पक्षिणाः सकोपा बभूवुः । तथाचोक्तम्

“उपदेशो हि सूखार्णां मकोपाय न शर्नतये” ।

HISTORY.

R. H. GUNNISON Esq., *Examiner.*

(1) Who was Simon de Montfort ? What was the composition of the famous parliament which he summoned ?

(2) Who were the Lollards, and why were they so called ? How are their doctrines connected with those of the Reformers of Henry VIII's times ?

(3) Explain exactly the object of the Exclusion Bill. What were Lord Halifax's objections to it. How did the efforts to pass the bill affect the position of English parties at the time ?

(4) Trace the descent of George I. from Henry VII.

(5) What was the cause of the Seven Years' war ? What did England gain by the treaty by which the war was brought to an end ?

(6) What was the state of things that threw the Hindostan open to an Afghan invasion in the end of the 12th century ?

(7) Sketch the history of Goa up to the time of Akbar.

(8) What was the "political system" devised by Lord Clive to settle the affair of Bengal ? How was it "broken up by events" a few years later ?

(9) Explain the manner in which Lord Cornwallis settled the land revenue of Bengal.

(10) What were the circumstances that led the Peasants to accept British suzerainty in 1802 ? What were the terms of the treaty which he then made with the company ? What led him to break that treaty ?

GEOGRAPHY.

B. D. GORDON, *Examiner.*

N. B.—No more than nine questions are to be attempted by the Candidate.

I.—What do you understand by the *Physical Geography* of a country. Give an example of the way in which it affects the condition and pursuits of the people.

II.—What evidence have we of the *internal heat of the earth*? Of what use are *volcanoes*? Describe a volcanic eruption.

III.—Distinguish between *dew*, *hoarfrost*, *fog*, *cloud*, and *rain*. How are heavy and long continued downpours of rain *caused*? What is a *rain-gauge*? Mention some parts of the world which have an *annual rainfall* exceeding one hundred inches.

IV.—Who or what are the following and where are they found:—Afridis, Bantus, bison, cinnamon, cinchona, emu, madder, opposum, taro, turquoise, vanilla, and zebra.

V.—Account for the following :—

- (a) The dryness of the south-west of Asia.
- (b) The sluggishness of the rivers of Russia.
- (c) The periodical inundations of the Nile.
- (d) The greater rainfall on the west than the east coast of India.
- (e) The greater coldness of North America when compared with countries in the same latitude in Europe.

(f) The possibility of a telegram sent from Allahabad to London at 2 P. M. and occupying 2 hours in transit, reaching its destination at 10 A. M. of the same day.

VI.—Define the terms :—Bight, defile, dewpoint, dune, estuary, promontory and seaboard.

VII.—What and where are the following :—Amber, Bencoolen, Bangweolo, Chesapeake, Cook, Fiji, Guadiana, Kenia, Magellan, Massachusetts, Mercara, Monrovia, Nova Scotia, Orinoco, Pechele, Perokop, and Petropolovski.

VIII.—Name the following :—The tributaries of the Mississippi, the possessions of the French in America, the chief towns of Mexico, the exports and imports of Brazil, and the battle-fields of Spain.

IX.—What are the boundaries of Persia ? Describe its climate, people and form of government. For what are Teheran, Ispahan, Shiraz, and Bushire respectively noteworthy?

X.—Draw a Map of Australia and mark on it its divisions and chief towns, as well as its gulfs, bays, and capes, and the course of its only large river.

XI.—Give a full description of any one of the following :—

- (a) The Congo Free State;
- (b) Burma, its people and productions;
- (c) A journey from Halifax to Coal Harbour, by the Canadian Pacific Railway.

ENTRANCE AND SCHOOL FINAL EXAMINATIONS, 1891.

ENGLISH.—FIRST PAPER.

F. L. THOMSON Esq. M.A. }
 W. C. HORST Esq. B.A. }
 J. W. BACON Esq. M.A. }
Eexaminers.

1. Fully explain the meaning of the following words and show by short sentences how you would use them :—*clericalia*, periphrasis, libertine, tutelar, parasite, *genusflexion*, position, friars, strenuous, aphorism.

2. Bring out the meaning of each of the following phrases using the simplest language you can :—

(1) To fight by proxy; (2) every now and then; (3) to imbibe another's spirit; (4) to be *invictus* for each other; (5) to proceed to extremities.

3. The student is expected to bring out clearly and concisely the meaning of each of the following proverbs and sayings. He should use simple language and explain any metaphors.

- i. It is better to wear out than to rust out.
- ii. None of us liveth to himself or dieth to himself.
- iii. Self-preservation is the first law of nature.
- iv. Pride goeth before destruction and a knightly spirit before a fall.
- v. Keep me innocent, make others a-great.
- vi. Be not quick of tongue and slow of hand.

4. (a) Write in the *indirect* form the part of the following that are in the *direct* form of narration.

(b) Explain the phrases in bold type.

(c) Answer briefly the questions in italics.

A greek quotation, and in a coach too, round the stud-hanging professor from a kind of dog-sleep in a *sauz corner* of the vehicle. Shaking his head and rubbing his eyes, 'I think, young gentleman,' said he, 'you favoured me just now with a quotation from Sophocles; I do not happen to recollect it there.' 'Oh, sir!' replied our tyro, 'the quotation is word for word as I have repeated it, and in Sophocles too; but I suspect, sir, that it is, some time since you were at college.'

Why did the professor shake his head? What is meant by a 'dog sleep'? What is the force of the words, 'there' and 'our'? Give one-word equivalent in meaning to 'word for word.' What did the young man mean when he said, 'I suspect, sir, that it is some time since you were at College'?

5. In the three following passages, bring out the meaning in simple and concise sentences; answer the questions in italics very briefly; explain, in foot-notes, the meaning of words or phrases in bold type.

(a) Dr. Duncan knew that, even in the poorest family, odds and ends of income were apt to be frittered away in unnecessary expenditure. He saw some thrifty cottagers using the expedient of a cow, or a bit of garden-ground as a savings bank finding their return of interest in the shape of butter and milk, or garden produce, and it occurred to him that there were other villagers—single men and young women—for whom some analogous mode of storing away their summer's savings might be provided, and a fair rate of interest returned upon their little investments.

What is the difference in meaning between "income" and "salary"? If a man spends his money unnecessarily, what is he said to be? What are men who take more than a fair rate of interest on money, called? Why is there reference made to summer's savings, and not to the savings of winter?

(b) I look back on that part of my life with little satisfaction: it was a period of gloom and savage unsociability; by degrees I sunk into a kind of corporeal torpor: or if aroused into activity by the spirit of youth, wasted the exertion in splenetic and vexatious tricks, which alienated the few acquaintances whom compassion had yet left me. So I crept on in silent discontent, unfriended, and unpitied, indignant at the present, careless of the future; an object at once of apprehension and dislike.

Parse the word 'object.' What is the difference in meaning between 'apprehension' and 'dislike'? Who wrote this passage and to whom does it refer?

(c) Dark and voluminous the vapours rise,
And hung their horrors in the neighbouring skies,
While through the Stygian veil that blots the day
In dazzling streaks the vivid lightnings play.

mon noun. Name the class to which the nouns noted below belong—

Fox has been called the English *Demosthenes*. This stone is a *brilliant*. The *armies* of Europe. The *jury* were kept without food.

Give the plural of father-in-law, lieutenant-governor, echo, grotto.

Which of the two: London's streets, or the streets of London, would be the proper expression to use, and why? Parse *yours*, in 'this horse of yours.'

2. What meaning has the word *few*, in the following expressions:—

He read few books, he read a few books, and, he read the few books he had; and the word *some*, in, some enemy hath done this, there were some twenty people present.

Give the comparative and superlative forms of evil, late, much, few.

How would you explain the degrees of comparison in adjectives that seemingly do not admit of comparison, as, for example, their occurrence in such expressions as—I am *more or less certain*; he has the *most perfect* manners.

3. What is a reflexive pronoun, and what purposes does it serve? Illustrate your answer by means of sentences. Give the force of *they* in—They say there is a thing called light; of *it* in—What a pretty little girl it is; of *what* in—What a sad tale! and of *who* in—Who acts rightly, acts wisely. Parse *that* in—The strength of the lion is greater than that of the horse.

4. What is a factitive verb, and what a cognate object? What difference is there between the gerund and the participle? Give examples to explain your answer. What is the chief use of the present indefinite tense? Am I right in saying, 'I start to-night for Cawnpore'?

Give the meaning of the past perfect tense; and state into what tense the verb expressing the previous action is put, and into what tense the verb expressing the subsequent action. Illustrate your answer by means of an example.

(2) "Say, rather, child!" replied the advancing form,
"say rather that nothing of beautiful or of glorious lives its own true life until my wing hath passed over it."

ENGLISH.—THIRD PAPER.

Translation.

DR. G. THIBAUT, PH. D., Examiner.

Translate into English :—

A.

جس طرح دریا ابر سے سہندر کا پانی لیتا ہے اور پھر سہندر کو واپس دیتا ہے اوسی طرح سے شکر گذار کا دل ان قائدوں کو جو اُس نے حاصل کیتے ہیں اپنے محسس کو پہنچانے سے خوش ہوتا ہے۔ وہ نہایت خندہ روئی سے احسانات کو قبول کرتا ہے اور اپنے مہربان محسس کو نہایت محبت اور قدر کی فکاہ سے دیکھتا ہے۔ اگر مجاوضہ احسان اُسکے امکان سے باہر ہو تو وہ اپنے دلہیں نہایت شکر گذاری کے جوش سے اُسکو یاد رکھتا ہے۔ وہ قائدالجہر اپنے محسس کے احسانات فراموش فہیں کرتا۔

سخنی کے ہاتھہ مثل آسمانی اب کے ہیں جسکی بارں سے ذمیں پر پہل اور پھول اور جزی اور بوئی پیدا ہوتی ہے۔ مگر احسان فراموش کا دل مثل ریگستان کے بالو کے ہے جو کل بارش کا پانی جذب کر لیتا ہے اور کچھ بھی بھی پیدا نہیں کرتا۔*

B.

زمانہ قدیم میں خبر لیجوانے کے لئے کبوتر اکثر استعمال کئے جاتے تھے۔ جب رومیوں نے میڈیا کا سماصرہ کیا تھا تب برونس اور ہارشیس کے درمیان میں کبوتر کے ذریعہ سے خط و کتابت جاری تھے۔ یونان میں جب اولیپیا کے ورزش کے نامی کھیل ہوا کرتے تھے تب بازی جیتنے والے اپنے دوستوں کو اکثر

کبوتر کے ذریعہ سے فوراً خبر بھیجتے تھے۔ اکسفورڈ اور کیمbridج کے اخیر کشتی رانی کے نتیجے کی پہلی خبر مس اسکی تصویر کے گردیک اخبار کے پاس کبوتر کے ذریعہ سے پہنچی تھی۔ درازا نہ اخبار دریافت خبر کے لئے کبوتر کو اکثر استعمال میں لاتے ہیں۔ کبوتر کی قیز پروازی اور انکی طاقت بازو کا حال سذجے سے تعجب ہوتا ہے اور جلد یقین نہیں ہوتا۔ مثلاً یہ بات صحیح ہے کہ امریکا سے اُرنے والا کبوتر بھر اقلادک کو پار کر سکتا ہے اور سو لہ سو میل چوبیس گھنٹوں میں طی کرتا ہے۔

(1)

ہاتھی کا حافظہ بہت قوی ہوتا ہے اور اس جائز کی عزیزی بہت بڑی ہوتی ہے۔ وہ اپنے بیچپن کے مہاوت کو اپنے بڑناپے میں بیتی پہنچاتا ہے۔ ایک ہاتھی پر بوجھہ لا د کر لوگ کہیں لئے جاتے تھے کہ جنگل میں شیر کی بو پاکے وہ تار کر دیا گیا۔ تیرہ سال کے بعد وہی ہاتھی بہت سے جنگلی ہاتھیوں کے ساتھ پیش سایا گیا۔ جبکہ اسکی تھام خصلت اور عادت جنگلی ہاتھیوں کی سی ہو گئی تھی، کسیکی نہت نہیں ہوتی کہ اوسکے قریب جاوے لیکن اسکا پرانا مہاوت اسکو پزار کر اسکے پاس چلا گیا اور کان پکڑ کر بیٹھنے کا حکم دیا۔ اس ہاتھی نے اسکو فوراً پہنچان لیا اور بلا عذر بیٹھنے گیا اور پھر اسکو اپنے مہاوت کی اطاعت میں کھڑا ہوا اور ایک دم میں پلویہ ہاتھی جیسا ہو گیا۔

HINDI.

Translate into English:—

A.

जैसे नदियां अपने जल को ममुद्र में बहा कर ले जाती हैं जहां से वे उस जल को पाती हैं इसी प्रकार कृतज्ञ जन

की बड़ी प्रसन्नता होती है जब वह अपने उपकार के बहीं पहुंचा देता है जहां से उसने पाया था ।

वह बड़ी प्रसन्नता से अपने उपकारी का गुण मानता है और उससे प्रेमभाव प्रकट करता है और उसका मान और आदर करता है ॥

यदि अपने उपकारी का प्रत्युपकार करना उसके सामर्थ्य के बाहर हो तो वह बड़े प्रेम से उसका स्मरण अपने हृदय में रखता है । वह उसको धावज्जीवन नहीं भलता ॥

उदारजन का हाथ आकाश के सेघ के समान है जिस के जल से फूल फल और जड़ी बूटी पुष्ट होती है ॥ परन्तु कृतम् का हृदय बलुई भरभरि के समान है जो आकाश के सब जल के निगल जाती है और अपने में उखा लेती है और कुछ भी उत्पन्न नहीं करती ॥

B.

ग्रांचीन काल में लोग समाचार भेजने के लिये बहुधा कबूतर को कान में लाते रहे । जब रोमवालों ने सोडेना के धैर लिया था तो ब्रूटस और हार्षियस से कबूतरों के द्वारा लिखा पढ़ी होती थी ॥

ग्रीस देश में जब अलिस्पिया के कसरत के खेल होते थे तो बाजी जीतने वाले अपने भिन्नों को बहुधा कबूतरों के द्वारा तुरन्त समाचार भेजते थे । आवस्कोर्ड और केल्लूज के साथ जो पिछले साल नाव का हौड़ हुआ था उसके हार जीत का समाचार सचिन्न कबूतर के द्वारा पहिले ग्राफिक समाचार पत्र को पहुंचा था ॥ प्रात्यहिक समाचार पत्र ग्राम्य समाचार के लिये कबूतर को कान में लाते हैं ॥

कबूतर की तेज़ी स्थौर शक्ति का वर्णन दुनिये से आद्यर्थ होता है। और शीघ्र विश्वास नहीं होता। यथा यह बात प्रामाणिक है कि अमेरिका का सनाचार-वाहक कबूतर आटलाइटक सागर के पार हो सकता है श्रीर सोलह सौ मील २४ घंटे में उड़ता है॥

C.

हाथियों की सृष्टि शक्ति लीका होती है। और उनकी आयु भी अधिक होती है। वे अपने वधपन के नहावत को बुढ़ापे में भी पहचान लेते हैं।

एक पलुआ हाथी पीठ पर बोझा लादे लिये जाता था कि जङ्गल में बाघ की गत्य पाकर डर कर भाग गया। डेढ़ साल के पीछे वही हाथी कई जंगली हाथियों के साथ फँसाया गया। अब उसके सब स्वभाव और व्यवहार जंगली हाथी के से हो गये थे। किसी को साहस न होता था कि उसके सभीय जावे। पर उसका पुराना नहावत उसे पुकार कर उसके पास चला गया और कान पकड़ बैठने को कहा। हाथी ने तुरंत उसे पहचान लिया विनाउजर के थैट गया। और फिर उसको नहावत की आज्ञा में कुछ भी उत्तर न रहा। वह एक बारगी पलुआ हाथी था ही गया॥

MATHEMATICS.—FIRST PAPER.

Arithmetic and Algebra.

BABU SARAT CHANDRA MUKERJEE, M.A., }
BABU MOHINI KANTA GUPTAK, M.A., } Examiners.

1. (a) A multiplication sum having been worked is partially rubbed out; the figures that remain are the entire multiplicand 999 and the last three digits 193 in the product. Restore the complete work.

$$(b) \text{ Simplify } \frac{1}{1\frac{1}{20}} \times \frac{1+0.0025 \times 0.5}{1.0025 - 0.5} - \frac{45 \times 35}{8}$$

2. (a) What decimal of Rs. 100 must be added to $\frac{141}{1496}$ of Rs. 5-10-8 that the sum may be 10 annas?

(b) Extract the square root of 25.6.

3. Two trains start at the same time from Mirzapur and Delhi and proceed towards each other at the rates of 16 and 21 miles per hour respectively. When they meet it is found that one train has travelled 60 miles more than the other. Find the distance between the two stations.

4. Two years and six months ago, I borrowed a sum which with simple interest at 6 per cent. per annum now amounts to Rs. 638-4-0. Find the sum.

5. (a). Divide $(x+y)^3 - 8z^3$ by $x+y-2z$

(b). Shew that $(x+2)(x+3)(x+4)(x+5) + 1$ is a perfect square.

6. Resolve into elementary factors: $39x^2 - 7x - 22$, $4x + 2x^2 + 9$, $a^3 + b^3 + c^3 - 3abc$ and $(a+b-3c)^2 - a - b + 3c$.

7. Simplify: $\left\{ \frac{ax}{x^2-y^2} - \frac{b}{y-x} - \frac{a}{x+y} \right\} \div$

$$\left\{ \frac{ax}{a^2-b^2} - \frac{y}{b-a} - \frac{x}{a+b} \right\}$$

8. Solve: (i) $\frac{1}{x+a} + \frac{1}{x+b} = \frac{1}{x+a+b} + \frac{1}{x}$

$$(ii) \frac{a+b}{x} - 5b = \frac{a-b}{y} - a \text{ and}$$

$$\frac{a}{x} - 2a = \frac{b}{y} - 3b.$$

9. A says to B: Two-fifths of my salary is $\frac{4}{5}$ of yours, and the difference between our salaries is Rs. 600. What is A's salary?

10. If $a:b=c:d$, prove that $a:a+c = a+b:a+b+c-d$.

MATHEMATICS.—SECOND PAPER.

Euclid and Mensuration.

BABU HARI DAS GARGARI, M.A.

MAHAMAHOPADHAYAYA PANDIT SUKHIAR
DWIVEDI,

Examiners.

Define a *parallelogram*, a *gnomon*, an *arc*, and a *segment* of a circle.

2. If two triangles have two sides of the one equal to two sides of the other each to each and have likewise their bases equal, then the angle which is contained by the two sides of the one shall be equal to the angle which is contained by the two sides of the other.

3. Construct a parallelogram which shall be equal to a given triangle and have one of its angles equal to a given rectilineal angle.

4. If a straight line be divided into any two parts, the squares of the whole line and of one of the parts, are equal to twice the rectangle contained by the whole line and that part together with the square of the other part.

5. The diameter is the greatest straight line in a circle; and of all others, that which is nearer to the centre is always greater than one more remote; and the greater is nearer to the centre than the less.

6. Describe a circle about a given triangle.

7. Inscribe a square within an equilateral triangle.

8. In a circle two chords AEB and CED intersect at E. Prove that the angles subtended by AC and BD at the centre are together double of the angle AEC.

9. A rectangular field of 5 acres, 200 yards long, is planted with trees in rows perpendicular to the length—one yard from row to row and one yard from tree to tree in the same row. If a width of a yard all round the field remain unplanted, find the number of trees. If the same number of trees were planted on the circumference of a circle at the same distance apart, what would be the diameter of the circle.

10. Prove the formula for determining the radius of the circle inscribed in a triangle whose sides are given.

The radius of a circle inscribed in an equilateral triangle is 10 feet. Find the area of the triangle.

11. Make a rough sketch and find the area of a field ABCD from the following measures taken in links; and find the length of the perpendicular from A on CD.

BM the perpendicular from B on AC=400

DN the perpendicular from D on AC=300

AM=300, AN=400, AC=625.

ARABIC.—FIRST PAPER.

MAULVI SYED AMJAD ALI, M.A., Examiner.

1. Translate into English:—

نقل ان ضهرة الا سدي كان قتالا للمرجال مثوازلا للابطال و
كان مع ذاك نجيفها قصيراً تنبوا اليدين عنه- و كان قد قتل
فاسا من العرب - ثم ان فعمان بن الهمذنر المخشي جمع له
الهراصد و جعل فيه الجحافل - و اعياد ذاك - فكتب اليه
با منان و جعل له مائة من الابل إن اناها - فقدم عليه - فلما
رأه نسبت عينيه عنه - و ازدرأه و استصرخ امرأة - و قال انت
ضهرة الاسدي الذي بلغني عنه ما بلغ - قال نعم فقال النعيمان
تسبيح بالله يحيى خير من إن قراه و ارسلها مثلا- فقال ضهرة
ابييت المعن - إنها الهراء باصغر فيه قبله و لسانه فان قاتل
قاتل بجذنان - وإن نطق نطق بمسان - و ماتقال الرجال
يقفزان - ولا توزن بهيزان - فاعجب ذاك النعيمان - و قال الله
ابوك *

2. Make a list of the various parts of speech contained in the above, giving singulars of plurals and plurals of singulars.

3. Translate into English:—

اذهض الي الهمهاري * و اجسر ولا قبائي
و خذ من الزمان * حظ افانت فان
من عشق الهمهاريا * لم يخفف اللياليها
الهمهارم العلية *** والهمهارج الابيه

تقرب الْمُهْنِيَّهُ * مَنْكُو وَ الْمُهْنِيَّهُ
 وَ رَبِّهَا نَالَ الْفَتْنَى * اضْجَافَ مَسَاكَانِ رِجَاء
 لَوْلَا خَطَارٌ عَنْتَرٌ * نَفْسَهُ لَمْ يَذْكُر
 الْمُهْنِيَّ بِالْمُهْنِيَّةِ * وَالنَّصْرُ بِالْمُهْنِيَّةِ
 مِنْ خَشْيَ الْعَوَاقِبَى * وَشَارُوا التَّهَاجَرَ بِا
 لَمْ يَبْلُغْ الْمَهْرَاتَبَى * وَ يَعْزِزُ الْمَهْنَى صَبَابَى

4. Explain the allusion or allusions in question 3.
 5. Translate into English :—

عَيْنِي جُودًا بَارِكَ اللَّهُ فِيهِمَا * عَلَيْهِ هَا لَكَيْنَ لَأَقْرِي لَهُمَا مُثْلَدًا
 عَلَيْ سَيِّدِ الْبَطْحَاءِ وَابْنِ رَئِيسِهِمَا * وَسَيِّدِةِ النَّسْوَانِ أُولَى مِنْ صَلَبِي
 مَرْدَقَبَةِ قَدْ طَبِيبَ اللَّهِ خَيْرِهِمَا * مُبَارِكَةُ وَاللَّهِ سَاقَ لَهُمَا الْفَضْلَاءِ
 مَصَا بِهِمَا ادْجِي لِي الْعَجُورَ وَالْهَوَا * فَبَيْتُ اقْاسِي مِنْهُمَا أَلْهَمُ وَالْمَكْلَاءِ
 لَقَدْ نَصَرَا فِي أَلْلَهِ دِينِ مُحَمَّدٍ * عَلَيْيِ منْ بَغْيِي فِي الدِّينِ قَدْ رَعَيَا الْأَلا

6. Write out the poetical extract, in question 5 with vowel marks: and say who are meant by هَا لَكَيْنَ.

7. Translate into English ; and point out the antecedent of mentioning the sense of the antecedent :—

اعْرَابِي سَرَقَ غَاشِيَّهُ مِنْ عَلَيْ سَرَجْ ثُمَّ دَخَلَ الْمُهْنِيَّهُ يَصْلِي
 فَقَرَا الْإِمَامَ هَلْ أَتَكَ حَدِيثَ الْغَاشِيَّهِ فَقَالَ يَا فَقِيهِ لَا تَدْخُلُ فِي
 الْفَضْلَوْ فَلَهَا قَرَأَ وَجْوَهَ يَوْمَئِذٍ خَاشِعَةَ قَالَ خَذُو غَاشِيَّتَكُمْ وَلَا
 يَخْشَعَ وَجْهِي لَا بَارِكَ اللَّهُ لَكُمْ فِيهِمَا ثُمَّ رَمَاهَا مِنْ يَدِهِ وَخَرَجَ *

8. Repeat any six Arabic couplets from memory ; give vowel marks to your writing ; and translate them.

ARABIC.—SECOND PAPER.

MAULVI SYED AMJAD ALI, M. A., Examiner.

1. Translate the following into Arabic and give vowel marks to your translation :—

O God ! Thee we worship and from Thee we ask help. Show us the right path. I saw the two horses of the king galloping fast

and breathing hard. Two men cried: The woman quarrelled with her husband. The wife and the husband quarrelled with each other. He had three companions. I gave him five hundred dirhems. Zaid is the most learned of his father's sons. Zaid is more learned than his brothers. This book extends over three hundred and fifty seven pages. Zaid, who is a good horseman, came to me. Omar went away on horseback. This box contains diverse articles. I saw a Musalman woman crying and wailing. Joseph is your brother. Call your brother and tell him to fetch a quantity of wheat for me from the market. Zaid went to Omar and took Bakar to him. John brought happy news to me. Is John standing? Did he stand? If Omar comes to me to-day I will give him two dirhems.

2. Translate the following into English:—

حب الهمال يفسد الهمال - ان المئنة تضحك بالامنية - صدور
 الا حرار قبور الاسرار - من اطاع غضبه اضع ادبه - من لم
 يقنع لم يشبع - النهاية يحصل بالجهل لا بالكسل - من قل
 صدقه قل صديقه - فخرك بفضلك خير منك باصلك - من
 كثرت اياديه قلت اعاديه - الخط المغقي مال وللمغني جهال -
 عدو عاقل خير من صديق جاهم - صديقه من صدقك لامن
 صدقك - الدنيا دار الشرور لا دار الاسرار - الدنيا ظل زائل
 والشاب ضيف راحل - بعد الكدر صفو وبعد المطر صحو -
 لا يعرف النور من النار الا الابرار - اترك الدنيا لطلابها واطرح
 التجييفه لكلابها - المجاهل يطلب الهمال والعاقل يطلب الكهال -
 الرزق مقسوم - الضربيص محروم البخييل مذموم - الحسود
 مجهوم - ضيرك على الاكتساب خير من حاجتك الى الاصحاب -
 القليل مع التبذير خير من الكثير مع التبذير - اطلب العجائب
 قبل الدار - والرفيق قبل الطريق - اذا طلبت العزفه طلبه
 بالاطاعه - و اذا طلبت الغني فاطلبها بالقناعه - لافرح الا
 بالحسنات ولا حزن بالسيئات *

3. How do the Arabic Grammarians divide the several parts of speech? Mention these divisions and their subdivisions, with their examples,

4. Mention the instances in each case.
5. In what do افعال تفعیل agree, and in what do they differ? Illustrate your answer with examples.
6. Mention the usages of حروف النداء, distinguishing their usages from each other.

PERSIAN.—FIRST PAPER.

MAULVI SYED AMJAD ALI, M.A. } Examiners.
MUNSHI MAHESH PRASAD. }

1. Translate the following into English:—

سرخ زنبورے بر مگس عسل زور آورد تا وے راطعہ خود
سازد۔ بزاری بر آمد که با وجود این شہد و عسل مرا چه
 محل که آنرا بگذاری و بن رغبت آری۔ زنبور گفت اگر آن
 شهد است تو شهد را کانی۔ اگر آن عسل است تو سرچشہ
 * قطعہ آذی *

ای خوش آن مرد حقیقت که به پیغام و سلام
 رو بتابد بسوی مائید وصل رو
 اصل چون روے نماید زبس پردہ فرع
 فرع را باز گدارد بسوی اصل رو

2. Explain in Persian the قطعہ in question 1. as clearly as you can.

3. Translate the following into English:—

راجه فرسنگه دیو از راجپوتان بندیله که رعایت یافته
 من است و در شجاعت و نیکذاتی از امثال و اقران خود
 امتیاز تھام دارد بینا صب سه ہزاری سرفرازی یافت۔ باعث
 ترقی و رعایت او آن شد که در اوآخر عهد پدر بزرگوارم شیخ
 ابوالفضل را که از شیخ زادہ هندوستان بہزیست فضل و
 دانائی امتیاز تھام داشت و ظاهر خود را بزیور اخلاص
 آراسته بقیه مت گرانسندگ بپدرم فروخته بود از صوبہ دکن طلب

داشتند و چون خاطر او بهن صاف نبود همیشه در ظاهرو باطن سخنان مذکور میساخت - و درین ایام که بنا بر افساد فتنه انگیزان خاطر مبارک والد بزرگوارم فی الحجه له از من آزردگی داشت یقین بود که اگر دولت ملازست دریابد باعث زیادت آن خبار خواهد گشت و مانع دولت موافقت گردیده کار پیچای خواهد رسانید که بضرورت از سعادت خدمت محروم باید گردید - چون ولایت فرسنگه دیو برسر راه او واقع بود و در آن ایام در جرگه متبردان جا داشت باو پیغام فرستادم که اگر سر راه بران مفسد فتنه انگیز گرفته اورا نیست و نبود سازد رعایت های کلی از من خواهد یافت - توفیق رفیق او گشته در حینه که از حوالی ولایت او میگذشت راه بر او بست - و بر آنکه قرده سردم او را پریشان و متفرق ساخته او را بقتل آورد و سر اورا در إله آباد نزد من فرستاد - اگرچه این معنی باعث آزردگی خاطر اشرف حضرت عرش آشیانی گردید غایه این کار کرد که من به ملاحظه و دغدغه خاطر عزیمت آستان بوس درگاه پدر خود کزدم - و رفته رفته آن کدورت ها بصفحه مبدل گردید *

4. Explain the following: —

احدي - آباداني - عرش آشیانی - همایون - بختي -

5. Translate into English the following: —

چه شب ها فشستم درین دیر گم
که حیرت گرفت آستینم که قم

محیط است علم ملک بر بسیط

قیاس تو بروے نگرد محبیط
نه ادراک در کنه ذاتش رسند

نه فکرت بغور صفاتش رسند

توان در بلاغت بسیحان رسید

نه در کنه بیچون سیحان رسید

که خاصمان درین ریا قرس را زده اند
بلا احصی از تگ فرو مانده اند
نه هر جای مرکب قوان تاختن
که چاره سپر باید انداختن

- c. 6. Explain, in Persian, the allusions in question 5.
 7. Translate into English the following:—

زکیه شا را ز تنه های چو جان کاست
برآز یوسف از نه خانه ساخت
بدو کردند نه بستی حواله
چو موسیقی قار پر فریاد و ناله
چو کردے از جداهی ناله آغاز
جـدا بر خاستی از هرنے آواز
چو از هجر آتش اندروی گرفته
ز آتش شعله در هرنے گرفته
در آه نه بست بود افتاده خسته
چوصیدے تیرها گردش نشسته
ولی از ذوق عشقش چون اثر بود
برو هر تیر گوئی نیشکر بود

8. Analyse the first couplet in Persian, in question 7.
 9. Write out at least half a dozen of Persian couplets not contained in this question paper, from one or several good Persian poets, refer them to their authors, and translate them.

PERSIAN.—SECOND PAPER.

MUNSHI RAM KISHEN,
MAULVI SYED KALAN, M. A., } Examiners.

- 1. Translate into English:—**

در آگرہ رسید و در ازبیقاً توقف صلاح ندانسته راهی شد و بعد با بیجهله دهاییون پادشاه به هزار سخت و مشقت (a)

قطع مسافت در لاهور رسیده با برادران مجلس مشوره
آراست و هر گونه کندگاش دویان آمد-هیک از برادران
موافق را خود برخلاف رضا همایون سخنان دور از کار
مذکور کردند-همایون فرمود که فردوس مکافی یعنی بابو
بادشاہ هندوستان را بچه مشقت قسخیور کرده اگر از بے اتفاقی
شها امروز از حیطه تصرف بر آید بادشاہان روئی زمین شهها
را چه خواهد گفت و من هرگاه قنها برسو غنیم برم اگر
بعنایت الهی فتح و نصرت روی دله شهها بچه روسارا خواهید
دید و اگر عیادا بالله معامله بطور دیگر شود شهارا در
هندوستان بسته بردن فرمایت مشکل است-چون کامران مرزا را
شیرخان از راه خدیعت امیدوار کرده بود که ولایت لاهور
برو مسلم داشته باشد مرزا مذکور از مهاونت همایون بادشاہ
اجتناب ورزیده صلاح جنگ نداد بلکه با تفاوت حسکری مرزا
روانه کابل گردید *

آورده اند که در ولایت حلب بیشه بود مشتمل بر (۱)
درخت پسیار و در آنجا شیرے بود که ههواره بخون ریختن
جانوران مشخول بودی - سیاہ گوش که ملازم او بود چون
صورت حال بدین منوال دید از نتیجه ستمگاری او بترسید
و میخواست که قرک ملازمت گیرد - درین فکرزوئے بصیرا
فهیاد و برکنار بیشه موشی دید که بجهد تمام بیش درختی
می گرد - درخت بزمیان حال با او میگوید ای ستمگار چرا به
قبر آزار بینیاد حیات مرا زیروزبر میسازی و مردم را از راحت
سایه و منفعت میتوان من محروم میگرد اذی - موش بزاری او
التفات ذا نهود را بهمن جغاکاری استغحال داشت که ناگاه میارے
از کهیں بیرون آمد و قصد موش کرده بیکدم او را فرو برد -
سیاہ گوش ازین صورت تجربه دیگر بزداشت و دانست که
آزار نده جز آزار نه بیند - در همین حال که مار از خوردن موش

فارغ شده در سایه درخت حلقه زد خار پشتی در آمد و دم
 مار بدهن گرفته سر در کشید - مار از غایت اضطراب خود را
 بروی می زو تا همه اعضا یش بنوک خار سوراخ دار شده جان
 بهما ک دوزخ سپرد - سیاه گوش از صفحه اعتبار رقبی دیگر
 مشاهده نمود - ناگاه روباهی گرسنه بدازجا رسید و خار پشت
 را دیده در جست و حلقش بگرفت - و سرش برگشته باقی اجزا
 را بخورد - هنوز روباه را فراغت کلی نشده بود که سگ
 جهنده چون گرگ درنده از گوشه در آمد روباه را از هم بدرید -
 سیاه گوش را این تجربه ها مرجب مزید یقین گشت و به لازمت
 شیر آمده اجازت رفتن ازان بیشه طلبید * * بیت *

مکن بدی که بدی راجزابدی باشد
 بکیش اهل سروت بدی دادی باشد

Translate into Persian :—

(a) Alexander the Great, King of Macedonia, having conquered Darius, King of Persia, took an infinite number of prisoners; and among others, the wife and mother of Darius. Now according to the laws of war, he might with justice have made slaves of them: but he had too much greatness of soul to make a bad use of his victory; he therefore treated them as queens, and showed them the same attention and respect, as if he had been their subject; which Darius hearing of said, that Alexander deserved to be victorious and was alone worthy to reign in his stead. Observe by this, how virtue and greatness of soul, compel even enemies to bestow praise.

(b) My dear boy,

July the 24th 1793.

I was pleased with your asking me, the last time I saw you, why I had left off writing; for I looked upon it as a sign that you liked and minded my letters; if that be the case, you shall hear from me often enough; and my letters may be of use, if you will give attention to them; otherwise it is only giving myself trouble to no purpose; for it signifies nothing to read a thing once, if one does not mind and remember it. It is a sure sign of a little mind, to be doing one thing; at the same time to be either thinking of another, or not thinking at all. One should always think of what one is about. When one is learning, one should not think of play; and when one is at play, one should not think of one's learning. Adien.

Chesterfield.

SANSKRIT.—FIRST PAPER.

BABU DEBENDRA NATH CHAKRAVARTI, M.A., Examiner.

1. मार्जरोऽवदत् । अहमन्न गङ्गातीरे नित्यखायी निरा-
 मिषाशी ब्रह्मचर्येण चान्द्रायणब्रतमाचरस्तिष्ठामि । युष्मांश्च
 धर्मज्ञान् सम् विश्वासभूमयः पक्षिखः सर्वे सर्वदा समाग्रे
 प्रस्तुवन्ति । ततो भवद्भ्यो विद्यावययोद्वद्वेभ्यो धर्मं श्रोतु-
 मिहागतः । भवन्तप्रचेदूशाधर्मज्ञा यन् मासतिथिं हन्तुमुद्यताः ।
 गृहस्थस्यैव च धर्मः—

अरावद्युचितं कार्यमातिष्यं गृहमागते ।

क्वेतु पार्श्वगतच्छायां नोपसंहरते द्वुमः ॥

यद्यप्यन्नं नास्ति तदा प्रीतिवचनेनापि तावदतिथिः पूज्यः ।
 तथाचोक्तं ।

तृणानि भूमिहृदकं वाक् चतुर्थीं च सूनृता ।

एतान्यपि स्तां गेहे नोच्छद्यन्ते कदाचन ॥

- (a) Translate the above extract into English.
- (b) Parse the underlined words.
- (c) Decline वयस्, छेन्, प्राति, वाच् and सत् in the nominative (प्रथमा), genitive (षष्ठी), dative (चतुर्थी), locative (सप्तमी) and accusative (द्वितीया) cases respectively.
- (d) Conjugate वद्, ज्ञा, स्तु, हन् and ह in the second preterite (निद्), first preterite (निड्), present tense (निद्), imperative (जोड्), and second future (लृद्), respectively.
- (e) Change the voices of the shlokas quoted above.
- (f) State the rules justifying the ए in चान्द्रायणं, and ब्रह्म-चर्येण.
- (g) Expound all the तन्त्रपुष्ट compounds in the above extract.

2. Explain fully in Sanskrit :—

- (a) न स्वल्पस्य कृते भूरि नाशयेन् सतिगात्मरः ।
एतदेव हि पाणिडत्यं यत्स्वल्पाद् भूरिरक्षणम् ॥
- (b) माता शत्रुः पिता वैरी येन वालो न पाटितः ।
न शोभते सभानध्ये हंससध्ये वक्तो यथा ॥
- (c) सङ्घसयति विद्यैव नीचगापि नरं सरित् ।
समुद्रनिव दुर्धर्षं नृपं भान्यमतःपरम् ॥
- (d) यद्वाकृगोत्पवितषेन कर्तगा
क्षतं ब्रवन्नमृतं संप्रयच्छन् ।
तं वै सन्येत पितरं नातरं च
तस्मै न द्रुत्येत् कृतसस्य जानन् ॥
- (e) इह वा तारयेद् दुर्गादुत वा प्रेत्य भारत ।
सर्वथा तारयेत् पुत्रः पुत्र इत्युच्यते द्रुधैः ॥
- (1) Decline भूरि in the ablative case (पञ्चमी)
(2) Parse the underlined words.
(3) Who is referred to by भारत in extract (e)?
(4) Change the voices of the extracts (d) and (e).

3. Turn into simple prose :—

- (a) एतावानेव पुरुषः कृतं यस्मिन् नश्यति ।
यावच्च कुर्व्यादन्योऽस्य कुर्व्याद् विद्युगुणं ततः ॥
- (b) ये च वाणीर्न विद्युचन्ति विविक्तमपरापरम् ।
- (c) शब्दवेष्यं च विततं लघुदस्ता विगारदाः ।
शेषसेव गते यत् स्यात् तत् प्रसीदतु मे मुनिः
- (d) यद्याचरित दत्याणि शुभं चा यदि वाशुभम् ।
तदेव लभते भद्रे कर्त्ता कर्तजगत्सनः ॥

- (1) Expound the Samasas in the underlined words.
 - (2) Write out the present tense of the root जन्.
 - (3) Translate extract (a) into English or Hindi.
 - (4) Write down the meanings of विविक्तं अपास्य and लघुहस्तः.
4. Write down the meanings of the following words :—
- एकपदी, प्रविहूं, व्यलीकं, अनुकोशः, वयष्टिः, परि-
ग्राह्यः, साज्, बारः, विप्रलब्धः, and निष्क्रियः.
5. अपास्य हि इसान् भौमांस्तप्त्वाच जगदंशुभिः ।
परेताच्चरितां भीमां रविराच्चरतेदिशम् ॥
- (a) Explain the formation of the words भौमः and जगत्.
 - (b) Is आचरते grammatically correct?
 - (c) Write out the second preterite (लिङ्), 1st person, singular, dual, and plural of the root of परतः.
 - (d) Change the voice of the above extract.
 - (e) Account for the accusative case (द्वितीया) in दिशः.

SANSKRIT.—SECOND PAPER.

BABU DEBENDRA NATH CHAKRAVARTI, M.A., Examiner.

1. Translate into English :—

- (a) Clever people often do that by care and thought, which strength could not bring about.
- (b) Silver is white and shining. Rupees are made of silver. Silver comes from a great way off.
- (c) The good boy loves his parents. He always minds what they say to him, and tries to please them. He likes to read, and to learn something every day. He is kind to his brothers and sisters. He never tells a lie.
- (d) It is a very pleasant morning; the sun shines, and the birds sing on the trees.

2. Translate into English :—

(a) उपकारिषु यः साधुः साधुत्वे तस्य को गुण ।

अपकारिषु यः साधुः म साधुः सद्ग्रिनृत्यते ॥

(b) शरीरस्य गुणानां च दूरत्यन्तमन्तरम् ।

शरीरं क्षण विधवंसि कल्पान्तरस्यायिनो गुणाः ॥

(c) प्रसम्भवं हेममृगस्य जन्म
तथापि रासो लुलुभे मृगाय ।

प्रायः समासक्षविपत्ति काले
धियो हि पुंसां मलिनीभवन्ति ॥

(d) नमन्ति फलिनो वृक्षा नमन्ति फलिनो जनाः ।
शुष्कावृक्षाश्च सूखांश्च न नमन्ति कदाचन ॥

(e) अत्र भारते कनकपुरं नाम नगरमासीत् तत्र । मुगा-
कसनामा राजा वभूव । स विद्यावान्, गुणज्ञः, भक्तिमांश् ।
याचके दृष्टे तस्य सहती प्रीतिः । तस्य सज्जनो नाम मित्रम-
भवत् । नाम्ना सज्जनः परन्तु कर्मणासी दुर्जनः । एकदा नि-
र्जने जाते राजा तुरङ्गमधिरुद्ध्य चचाल । तस्य मित्रं सज्जनः
तमनुजगाम । सार्गेन्द्रजतोद्दृयोरिति संलापो वभूव । नृपेण क-
थितं भोः सज्जन ! वृहि कामपि वात्तांम् । तेनोक्तं, राजन् ?
पुण्यपापयोः किं श्रेष्ठं ? राजा प्राद्, धर्माज्जयः श्रधर्मेण क्षयः
इति बालका श्रपि जानन्ति । सज्जनेनोक्तं, शहं सूर्यः, परं
कथय, किं पुण्यं किं पापं वा ? राजा श्राह—

वचः सत्यं गुरौ भक्तिः शक्त्यादानं दयादिते ।

धर्मोऽयमिष्टसंयोगकरोऽनिष्टनिः—

एतस्मात् विपरीतोऽधर्मः ।

HISTORY.—FIRST PAPER.

M. CROSSE, ESQ., M.A. }
 REV. L. PHILLIPS, M.A. } Examiners.

English and Indian History.

1. Give a brief account of the wars with Scotland in the reign of Edward I, and with France in the reign of Edward III.
2. (a) What were the claims put forward by the impostors who claimed the throne during the reign of Henry VII. ? What was their fate ?
 (b) What attempts were made to restore the Stuart dynasty ? Give a short account of each.
3. Describe how Scotland Ireland were united with England. Give the dates of each union.
4. Write brief notes on the following :—
 Benevolences, Treaty of Dover, Mehemet Ali, The Education Act, The Mahdi.
5. What led to the invasion of Egypt in 1882 ? Give some account of it.
6. Narrate the chief events in the reign of Akbar, noting his policy, religious views, and character.
7. When was the East India Company started, and what were the causes that led to its down fall ?
8. Give a short account of the Sikhs up to the date of their conquest by Lord Gough.
9. State what you know of the Imperial Assemblage at Delhi.
10. Write short notes on :—
 "The heavenly bride," Tom Coryat, Dr. Fryer, Jeswant Rao, The Convention of Wurgaum.

GEOGRAPHY.

T. R. READ, ESQ., M.A. }
 B. D. GORDON, ESQ., F.S. SC. } Examiners.

1. (a) Define a peninsula, a lake, an isthmus, a bay, a strait, a cape, an island, a river.

(b) When it is noon at Calcutta ($88^{\circ} 28' E$) what time is it at Chicago ($87^{\circ} 35' W$)?

2. Give the *boundaries, chief rivers, principal productions, and six important towns* of France.

3. What and where are—Anglesea, Bolan, Bulawayo, Demavend, Kra, Maelstrom, Negrais, Pamir, Shat-el-Arab, Titicaca, Tsugaru, Yucatan ?

4. Draw a map of the Mediterranean Sea, showing its arms or branches, its chief island, and the countries along its shores.

5. Distinguish between—*stalactite and stalagmite, isothermal and isobaric lines, land and sea breezes, continental and insular climate.*

6. Into what classes are rocks divided ? Briefly describe the origin of each class.

7. Explain the difference between *rain and dew*; and give some account of the South-West Monsoon.

8. Enumerate the modes of formation of lakes, and say why the water of some lakes is salt and that of others fresh ?

POLITICAL ECONOMY.

J. G. JENNINGS, Esq., *Examiner.*

1. Explain the definition of Money as a measure of value and a medium of exchange.

2. Distinguish between Productive and Unproductive Consumption, giving examples. Show that Capital in order to fulfil its functions must be consumed.

3. Show that a demand for commodities is not a demand for Labour, and give examples.

4. Distinguish between Value and Price, and explain the statement that the price of commodities must be as to equilibrate the demand with the supply.

5. Discuss whether Rent increases the price of Agricultural Products.

6. Distinguish between the Cost of Living, and the Wages of Labour, and show that the former is a function of the variable.

7. Show that foreign trade will be *advantageous* to both countries engaged, only when the relative cost of the commodity exchanged is different in the two countries.

8. Distinguish between Credit and Capital, and between the services which they severally render to the production of wealth.

ELEMENTARY PHYSICS.

J. MURRAY, ESQ., M.A., *Examiner.*

1. What do you mean by a chemical element? Mention the elements in the following:—Indigo, Lime, Sulphur Alumina, Phosphorus, Blende, Brass Zinc, Steel, Soda, Mercury, Alum, Antimony. Give us far as you can, the components of those which you consider compounds.

2. A candle is lighted and gradually burns away and disappears. A piece of sugar is put into hot water and after a short time disappears. A saucer with a little water in it is exposed to the hot wind; after sometime the saucer is found dry, and the water has disappeared. Trace the cause of the disappearance in each case.

3. Describe experiments to illustrate the difference in the chemical actions that accompany the life and growth of plants and animals.

4. Describe experiment shewing that hydrogen and oxygen can be got from water, and another shewing that water is made up of nothing but hydrogen and oxygen.

5. If you were asked to prepare chlorine, what materials would you require? Describe carefully how you would prepare it when you got them.

6. What is the difference between the properties of cast-iron and wrought-iron? How can the latter be made from the former?

7. A piece of wood and a piece of iron of the same size and shape are both placed on the surface of the water in a tank and then let go. The former sinks down a little way, but the latter sinks completely and disappears. What explanation can you give of the difference in their behaviour?

8. A pair of bullocks are dragging a cart along a road and are said to be doing work. Describe carefully what is meant by this. It is found that one pair of bullocks can in one day lift a bucket containing 20 gallons of water 50 times from the bottom of a well 40 feet deep, in the same time another pair lift a bucket one-third the size of the other 60 times from a well 30 feet deep. Compare the amount of work done by each pair in one day.

9. Describe an experiment to shew that the temperature of water when boiling depends only on the pressure on the surface of the water.

10. What is meant by the statement that the latent heat of steam is 537 and the latent heat of ice 80? Describe some simple experiment to prove the truth of the former statement.

BOOK-KEEPING.

B. D. GORDON, ESQ., F. S. Sc., *Examiner.*

1. (a) What is meant by *balancing an account*?

(b) Give the *four rules* for balancing goods account.

(c) When is an account said to be *closed*?

(d) *Make out cash account and balance*:

February 1, Cash in hand, £50.—Received from J. Stuart £39. 4s. 7d.—February 4, Paid Mr. Salmon, £42. 10s. 2d.—February 7, Received from Mr. Short, £200—February 9, Paid Mr. Swift, £72. 12s. 3d.—February 11, Paid Mr. Ship-

phey, £63. 6s. 7d.—February 12, Paid Mr. Steady, £9. 9s. 0d.—February 17, Received from Mr. South, £100—February 19, Paid Mr. Shallow, £12 2s. 4d.—February 22, Paid Mr. Sain-tey, £5.—February 25, Received of Mr. Scammonell, 2s. 6d.—February 28, Paid Mr. Saling, £11. 11s. 0d.

2. *Journalise the following:—*

1. Sold goods for cash. 2. Bought goods of J. Smith for cash. 3. Paid J. Smith £100. 4. Drew cheque for trade expenses. 5. Drew cheque for private expenses. 6. Paid into bank. 7. Bought new house for cash. 8. Rent due to Landlord. 9. Paid rent due this day. 10. J. Robertson drew on me. 11. Received J. Robertson's acceptance. 12. Cash short this day 3s. 6d.

3. 1. What is a *bill*. 2. In what *two forms* are bills made out? 3. Is a *Promissory Note* a *Bill Payable* or a *Bill Receivable*? 4. What is respectively meant by *Endorsing* a Bill, *Accepting* a Bill, *Discounting* a Bill, *Paying* a bill, *Dishonoring* a Bill and *Renewing* a Bill? 5. What becomes of a Bill at last?

4. *Open the books, Enter the Transactions, and Prove:—*

May	1.	Cash in hand	...	...	...	£400
"	1.	L. S. Cooper owed me	...	...	...	10
"	1.	I owed C. Carter	...	...	...	70

Transactions.

May	1.	Bought goods of C. Carter	...	...	...	200
"	7.	Sold " to L. S. Cooper	...	...	...	10
"	8.	" " C. Collins	...	...	...	30
"	12.	Paid C. Carter	...	...	...	140
"	12.	L. S. Cooper pays me	...	...	...	15
"	30.	Paid for Trade expenses	...	...	...	2
		Private expenses	...	...	...	10
"	31.	Value of stock	...	...	...	175

5. (1) *Journalise, (2) Post, (3) Prove:—*

Dec.	1.	Cash in hand	...	£	s.	d.
"	1.	Goods in hand	...	7	8	2
"	1.	I owe Mr. Hardy	...	194	10	0
"	1.	Mr. Harris owes me	...	12	0	0
			...	20	0	0

Dec.	1.	Houghton and Son owe me	...	35	0	0
"	1.	Mr. Harris settles his account, less 5% Discount	...			
"	3.	Sold goods to W. Heaver	...	8	8	0
"	10.	Bought goods of M. Hardy	...	14	11	2
"	10.	Paid Mr. Hardy	...	25	0	0
"	15.	Discount received	...	1	11	2
"	15.	Sold goods to Howell and Co.	...	13	0	0
"	31.	Do. do. For Cash	...	93	12	2
This is supposed to be the sum total of Monthly						
		Cash Sales	...			
"	31.	Trade expenses	...	2	0	0
"	31.	Personal expenses	...	5	0	0
"	31.	Value of Stock	...	124	1	6

~~GEOMETRICAL DRAWING.~~~~M. CROSSE, Esq., M. A., Examiner.~~*Time 2 hours.*

- To construct a Right-angled Triangle having given the hypotenuse BC and the perpendicular distance DE from the right-angle A to BC.
- Construct a quadrilateral ABCD from the following data. AD 80 feet; AC 120 feet; angle DAC 60° ; BC = $\frac{1}{2}$ AC; AB = $\frac{3}{2}$ BC, Scale 80 feet to an inch.
- Draw a tangent to an arc from a given point P outside it without using the centre.
- Divide a line AB proportionally to a given divided line CD.
- The given line AB is 4 feet 8 inches long by scale. Produce it so as to make it 14 feet.
- Construct a diagonal scale to shew inches, tenths, and hundredths.
- In a given Isosceles Triangle to inscribe two equal circles each touching two sides of the triangle and the other circle.
- Inscribe any regular Polygon as many semi-circles as the figure has sides, each semi-circle touching two sides of the Polygon.

N. B.—All working lines must be shewn.

ENTRANCE AND SCHOOL FINAL-EXAMINATIONS, 1895.

ENGLISH.—FIRST PAPER.

C. H. LINTON, Esq., M.A. ... }
 REV. G. B. RULACH. ... } Examiners.
 T. R. READ, Esq., M. A. ... }

1. Give, in your own words, the meaning of the word and phrases printed in bold type:—

(a) "Grace Darling retired to rest on the night of the storm, a girl."

"Whom there was none to praise,
And very few to love ;"

but ere many days were over, she was the most famous woman in the land. The story of her daring deed was wafted all over Europe; innumerable testimonials poured in all her—on her—one public subscription of £ 700; portraits of her appeared in all the shop windows; ballads in her honour were sung about the streets; and scores of suitors sought her hand in marriage. But amidst all the tumult of applause, Grace never forgot the modesty which is the true handmaid of heroism; and nothing could induce her to quit the lonely light-house.

Who is the Grace Darling mentioned in the above passage? What daring deed did she do? What is heroism; and how may modesty be said to be its true handmaid? What do you understand by—"a girl?"

"Whom there was none to praise,
And very few to love ;"

Parse, girl. What is a ballad? Distinguish between testimonials and gifts.

(b) "My dear Hercules," said she, "I find you are very much divided in your own thoughts upon the way of life you ought to choose; be my friend and follow me; I will lead you into the possession of pleasure and out of the reach of pain, and remove you from all the noise and disquietude of business. The affairs of either war or peace shall have no power to disturb you. Your whole employment shall be to make your life easy and to entertain every sense with its proper gratifications."

Who addresses these words to Hercules? What were the inducements held out by her rival? Whose offer did he accept? The tale from which this extract is taken is called an allegory. What is an allegory?

2. Write out the following pieces of poetry in prose: bring out their meaning fully. A mere substitution of synonyms will not be accepted. The general purport of each passage must be expressed.

(a) Unfathomable Sea? whose waves are years,

Ocean of time, whose waters of deep woe

Are brackish with the salt of human tears!

Thou shoreless flood, which in thy ebb and flow

Claspest the limits of mortality!

Why is the sea spoken of as a shoreless flood; and how does it at the same time clasp the limits of mortality. Parse, Ocean.

(b) In that mansion used to be

Free-hearted *Hospitality*;

His great fires up the chimney roared,

The stranger feasted at his board;

But like the Skeleton at the feast,

The warning time-piece never ceased,

"Forever—Never!

Never—Forever!"

The word Hospitality in the above verse is said to be personified:—What is meant by the word personified? What is the 'Skeleton at the feast,' and how may a time piece be compared to a 'Skeleton at the feast?' What thought is suggested by the concluding words, "Forever—Never! Never—Forever!"? In what respect are these words peculiarly appropriate at the close of each verse? Parse hospitality.

3. Give in your own words the meaning of the following Extracts:—

(a) Our queen's crown may moulder; but she who wore it will act upon the ages which are yet to come.

(b) Thou dost preserve the stars from wrong,

And the most ancient heavens, through Thee, are fresh and strong.

(c) It is by woman that nature writes on the hearts of men.

(d) A mock humility is one of the worst forms of pride.

(e) Kind words never blister the tongue or lips.

(f) The Empire of the tributary seas
 That lave thine island o'er.

(g) Between fame and true honour a distinction is to be made. The former is blind and noisy applause; the latter, more silent and internal homage.

4. Give the meaning of the following words and phrases; select any three words and any three phrases from among them and show, by short sentences, how you would use them:—

(1) It is all one; (2) to keep up his spirits; (3) easier said than done; (4) to set at nought; (5) in consideration of the benefit; (6) to his heart's content; (7) household gods; (8) strain every nerve; (9) sanitarium; (10) predatory; (11) sophistry; (12) aphorism; (13) vociferated; (14) asceticism; (15) stumblingblock; (16) voluntarily.

5. Who are the authors of the following poetical extracts? Give, fully and clearly, the sense of the extracts:—

(a) Never morning wore
To evening, but some heart did break,

(b) There is a tide in the affairs of men
Which, taken at the flood, leads on to fortune;

(c) Stern Daughter of the voice of God!
O Duty! if that name thou love,
Who art a light to guide, a rod
To check the erring and reprove,

(d) Good name in man or woman
Is the immediate Jewel of their souls.

6. Passages from books not prescribed.

Re-write the following passages in your own words; bring out their meaning fully:—

(a) Of all the solitary insects I have ever remarked, the spider is the most sagacious; and its actions, to me who have attentively considered them, seem almost to exceed belief. This insect is formed by nature for a state of war, not only

upon other insects, but upon each other. For this state nature seems perfectly well to have formed it. Its head and breast are covered with a strong natural coat of mail, which is impenetrable to the attempts of every other insect; and its belly is enveloped in a soft pliant skin, which eludes the sting even of a wasp. Its legs are terminated by strong claws; and their vast length, like spears, serves to keep every assailant at a distance.

- (b) Deeper, deeper let us toil
 In the mines of knowledge;
 Nature's wealth and learning's spoil
 Win from School and College;
 Delve we there for richer gems
 Than the stars of diadems.
-

ENGLISH.—SECOND PAPER.

GENERAL GRAMMAR.

H. R. WILLIAMS, ESQ.
 R. McGAVIN SPENCE, ESQ., M. A. } Examiners.
 H. F. MANLEY, ESQ., M. A.

1. (a) Form abstract nouns from :—*hate; priest; young; high; give; cruel.*
- (b) Form adjectives by adding suffixes to :—*awe; man; burden; south; slave; storm.*
- (c) Form verbs from :—*fright; throne; spark; terror; sympathy; food.*
- (d) Compare :—*ill; patient; late; rough; gay; bitter.*
2. Parse the words in darker type :—
 - (a) Weather permitting, we shall start on our journey to-morrow.
 - (b) I asked him where he lived.
 - (c) He has entered into the business heart and soul.
 - (d) I could do nothing but weep.
 - (e) What grieved me most of all, my friend turned against me.

(f) We were successful at our examination, though we scarcely expected it.

(g) Better be with the dead than lead a life like this.

3. Form four sentences using—*if*; *should*; *had*; and *were*; to express condition.

4. Parse the italicised words in the following :—

None to have seen his free-born air,

Had fancied him a *capture-there*.

5. Write the following sentences, using for the italicised word in each, without altering the sense, the one give after it in brackets :—

(a) He confessed his fault and was *forgiven* (overlook.)

(b) He was a great *help* to me (service).

(c) I do not *trust* him (confidence).

(d) He *laughed* at me (ridiculed).

(e) My watch was *stolen* (robbed).

(f) *Condence* your statement as much as possible (concise).

6. Analyse according to the subjoined form :—

Sentence.	Kind of sentence.	Subject with adjunct.	Predicate.	Completion.	Extension.

Rome with her palaces and towers,
By us unwished, unmet

Her homely huts and woodland bower,

To Britain might have left;

Worthless to you their wealth must be,

But dear to us; for they were free.

7. Fill up the blanks in the following sentences with appropriate preposition :—

(a) He has set my authority—nought.

(b) It will devolve—you to see if he is qualified—the appointment.

(c) Your conduct is subversive—all discipline.

(d) He exposed himself—the risk—being made answerable—the loss.

(e) The people were abolishing the law, but the House of Lords had objection—this course.

8. Write sentences illustrating the use of the following idioms, and explain the meaning of the phrase in each case. The sentence must be such as to show that the idiom is understood :—

(a) Called to account.

(b) Gave no quarter.

(c) Gives way to.

(d) At your peril.

(e) At fault.

(f) Made amends.

(g) Out of keeping.

(h) A good turn.

9. Re-write the following in the indirect form :—

So he enquired of the sailors, " Pray, tell me why there is so much mourning on board your ship ?" They answered, " We are carrying slaves whom we captured in different countries ; and those who are chained in the ship and will be sold as slaves are weeping."

10. Write a letter, in due from, of 10 or 12 lines to your teacher to say how you mean to spend the approaching summer vacation.

ENGLISH.—THIRD PAPER.

URDU TRANSLATION.

DR. G. THIBAUT, PH.D.

W. C. HORST, ESQ.

J. W. BACON, ESQ., M.A.

} Examiners.

ایک درویش ملک قادر میں سفر کرنا ہوا شہر بلخ میں
چا پہونچا اور غلطی سے محل شاہی میں گھسن گیا اور اوسکو
سرای سمجھا۔ تھوڑی دیر تک اپنے چاروں طرف دیکھ کر ایک

بتوسے دالان میں بچلا گیا۔ یہاں اپنا تو شہ داں رکھ دیا اور اپنا
بسترا آرام کرنے کے لئے بچھایا۔ اس حالت میں بہت دیر نہیں
ہوتی کہ پھرے داران نے اوسے دیکھ لیا اور پوچھا تھا کہ یہاں کے
یہاں آنکھا کیا کام ہے۔ درویش نے کہا کہ میرا ازاد ہے کہ
اس سرای میں آج رات بسر کرو۔ پھرے داروں نے غصہ ہو کر
کہا کہ تم جس مکان میں ہو وہ سرای نہیں ہے بلکہ محل
بادشاہی ہے۔ یہہ باتیں ہو ہی رہی تھیں کہ بادشاہ بھی
اویسی دالان سے ہو کر گدرا اوسکی غلطی پر مسکرا کر پوچھا کہ
تمہاری عتل کتنی موڑی ہی کہ تم محل شاہی اور سرای میں
تمہیز نہیں کر سکتے۔ درویش نے کہا کہ اگر حضور کی اجازت
ہو تو وہیں دو ایک سوال عرض کروں۔ کہ جب یہہ اولاد بنا
تسب پہلے پہل اسہیں کون آکر تھرا تھا۔ بادشاہ نے جواب
دیا کہ میرے پر کتے۔ درویش نے پوچھا کہ سب سے پہلے
یہاں کون شخص بسا تھا۔ بادشاہ نے جواب دیا کہ میرا باپ
۔ پھر درویش نے کہا کہ اب اسہیں کون رہتا ہی۔ بادشاہ
نے جواب دیا کہ میں خود رہتا ہوں۔ قب درویش نے پوچھا
کہ حضور کے بعد یہاں کون رہیگا۔ بادشاہ نے جواب دیا کہ
میرا بیٹا جو جوان شاہزاد ہے۔ درویش نے کہا کہ حضور
جو مکان اپنے رہنے والوں کو اتنی بار بدلتے اور ہمیشہ ذئیخ
نئے سہماںوں کو جگھتے دیوے وہ سرای ہے ذہ کہ محل شاہی ॥

جلسہ پر

یہہ راج جودا پور کے پیچھوم ہی۔ سنہ ۸۱ کی مردم
شہاری میں آبادی دس لاکھ آتھہ نزار ایکسو ایکٹالیس
قہی۔ مالگذاری قریب دو لاکھ کے ہے۔ اسکا رقبہ راجپوتانہ
کے اور راجوں کے نسبت چوتھے درجہ میں ہے۔ مگر آبادی
میں سب سے کم ہے بمحاسب اوسط سات آں سی بھی فی میل
مربع اسہیں نہیں بستت۔ اس راج میں بیکاذبر سے بڑا کو

ریگستان ہے ۔ راستہ میں تین منزل تک بالکل پانی فہیں ملتا ۔ مسافر مشکلیں بھر کر اپنے ساقیوں اونتوں پور کر کر لیتے ہیں ۔ ہندوستان کو برا عظم کا چھوٹا نموفہ مانا جاوے تو جس سلہیں کو ملک عرب کا ایک تکڑا کہنا پڑیگا ۔ سیدھوں کوں تک ریگستان ہے ۔ پانی یہاں بہت کم ملتا ہے ۔ ڈھول جیسے تربوز یہاں پیدا ہوتے ہیں ۔ اونہیں کے پانی سے لوگوں کا کام چلتا ہے ۔ کوئی میں دو سو تھائی سو ہاتھ کی گہرائی پر پانی نکلتا ہے سو بھی اکثر کھاری ۔ رتیلے میدانوں کے درمیان میں جہاں اچھی زمین ملی ہی اوس میں گاؤں بسے ہیں ۔ اونت بھیر بکری اور دوسرے چوپایوں کے جہنم کے جھنڈیوں کوں والتھے ہیں ۔ سن بکرما جیت کی ساتویں صدی میں مہاراج دیوراجنے اس راجکی بنیاد تالی ۔ سنہ ۱۱۵۶ عیسوی میں شہر جسلہیں بنسایا گیا ۔ سنہ ۱۲۲۵ عیسوی میں علاء الدین خلجمی نے جسلہیں پر حملہ کیا تھا مگر اسے ریگستان پاکر چھوڑ دیا ۔ اسی سبب سے مرہتوں کے کوت مار سے بھی بھا رہا ۔ یہاں کے لوگ نہایت غریب ہیں ۔ راجہ کے بھائی بندوں میں راج بہت بتا ہوا ہے اسی سے مالکداری اتنی قهوتی ہے ۔ شہر جسلہیں گیارہ ہزار آدمی کی بستی ہے ۔ راجہ یہاں کے مہاراول کہلاتے ہیں *

HINDI TRANSLATION.

एक दरवेश तातार देश में भ्रमण करता हुआ बलख नगर में जा पहुंचा और भूल से बादशाह के महल में घुस गया और उसको सराय समझा । थोड़े देर तक अपने चारों तरफ देख कर एक बड़े दालान में चला गया । यहाँ अपना भोला रख दिया और आराम करने के लिये बिस्तरा बिछाया । इस श्रवस्था में बहुत देर नहीं हुई कि पहरे

बालों ने उसे देख लिया और पूछा तुम्हारे यहाँ आने का क्या काम है। दरवेश ने कहा कि मेरी इच्छा है कि इस सराय में आज रात विताऊं। पहली ने क्रीये के कहा कि तुम जिस सकान में हो यह ज़राय नहीं है बादशाह का महल है। यह बातें हो रही थीं कि बादशाह भी उसी दालान से हो कर आ गये और उसके भूल पर उचिकरा कर पूछा कि तुम्हारी आँख कितनी चोटी है कि तुम बादशाह के महल और ज़राय का भेद नहीं पहचानते। दरवेश ने कहा कि यदि आप की आँख हो तो मैं दी एक पञ्च करूं। कि यह सकान जब पहिले बना था तब प्रथम कौन आ कर रहा था। बादशाह ने उत्तर दिया कि मेरे पुराने। दरवेश ने पूछा कि जब से पहिला यहाँ कौन ज़मूर बना था। बादशाह ने उत्तर दिया कि मेरा पिता। किंतु दरवेश ने कहा कि अब इसमें कौन रहता है। बादशाह ने ज़राय दिया कि मैं खुद रहता हूँ। तब दरवेश ने पूछा कि आप के पीछे यहाँ कौन रहेगा। बादशाह ने कहा कि नेरा बेटा जो जबान शाहज़ादा है। दरवेश ने कहा यो गदान अपने टिकने वालों को इतनी बार बढ़ाये और नित्य नर्थे ३ सिहमानों को जगह देवे वह ज़राय है न कि बादशाह का महल ॥

जैवनकीर ॥

यह राज्य योधपुर के पक्षिन है। गत ५२ वर्षी गुरुग्रुणारी में आवादी १००२१४२ थी। नालगुज़ारी शनुगान-दी लाख को लगभग है। विस्तार में यह राजपृताने के और २ राज्यों की अपेक्षा चौथे श्रेणि का है किन्तु आवादी में जब भी कम है। वस्ती फ़रीद नील सुरद्वा सात आदमी की भी

आैसत से नहीं पड़ती । इसमें बीकानेर से बढ़कर सी बलुद्व
मरुभूमि है । रास्ते में तीन संजिल तक बिलकुल पानी नहीं
मिलता । बटोही सशक्त भर कर जंटों पर अपने साथ रख
लेते हैं । हिन्दुस्थान को यदि नहाद्वीप की ओटी सी नक्कल
मानो तो जैसलमीर को अंरब देश का एक टुकड़ा कहना
पड़ेगा । सैकड़ों कोश तक बलुद्व मरुभूमि हैं । पानी यहां
अत्यन्त दुर्लभ है । ढोल ऐसे तरबूज यहां पैदा होते हैं ।
उन्हीं के पानी से यहां का काम चलता है । कूओं में दो
सौ ढाई सौ हाथ की गहराई पर पानी निकलता है । से
भी बहुधा खारी । बालुए जैदानों के बीच कहीं पर यहां
अच्छी जमीन आ गई है उसमें गांव बसे हैं । जंट भेड़ी
बकरी तथा दूसरी चौपायों के झुंड के झुंड लोग पालते हैं ।
बिक्रमादित्य के संबत के सातवीं शताब्दी में नहाराज
देवराज ने इस राज्य की बुनियाद डाली । ११५६ई० में
जैसलमीर का नगर बसाया गया । १२२४ में अलाउद्दीन
खिलजी ने जैसलमीर का आक्रमण किया । किन्तु इसे
मरुभूमि समझ द्योड़ दिया । इसी कारण भरहठों के लूटमार
से भी बचा रहा । प्रजा यहां की अत्यन्त गरीब हैं और
राज भाई बन्धुओं में बहुत बटा है इसी से मालगुजारी
इतनी घोड़ी है । जैसलमीर का शहर १०००० आदमी की
बस्ती है । राजा यहां के महारावल कहलाते हैं ॥

MATHEMATICS.

ARITHMETIC AND ALGEBRA.

BABU MOHINDRA NATH DUTT, M.A. }
PANDIT SUDHAKAR DUBE, ... } Examiners.

1. (a) Explain what is meant by the following terms :—

Prime factors; common measure; common multiple; lowest common multiple.

(b) A courtyard, 432 feet long 404 feet wide, is to be paved with square stones all of one size. What is the largest size which can be used?

2. (a) Simplify $\frac{575}{425}$ of $\frac{1}{4} \div \frac{8}{7} + \frac{4}{9} \times \frac{3}{5} \times \frac{1}{2}$.

(b) Find the square root of 31415926 to four places of decimals.

3. The difference between the interest for 4 months, and the Discount, on a certain sum due in 4 months at 4 per cent., is one rupee. What is the sum?

4. A merchant sells silk of two qualities which cost him Rs. 5 5as. 4p. and Rs. 4 4as. 4p. per yard, respectively. The selling price of the latter is two-thirds that of the former, but the quantity sold is double and the merchant gains 25 per cent. on the whole. Calculate the selling price per yard of each.

5. A policeman goes after a thief who has 100 yards' start; if the policeman run a mile in six minutes, and the thief a mile in ten minutes, how far will the thief have gone before he is overtaken?

6. Resolve into factors:—

(i) x^3+4x^2 (ii) x^3-x^2-x-1 , (iii) $a^2b^2-a^2-b^2+1$.

7. Simplify $\frac{x}{(x-y)(x-z)} + \frac{y}{(y-x)(y-z)} + \frac{z}{(z-x)(z-y)}$.

8. Solve

(i) $\frac{1}{\sqrt{x-1}} + \frac{1}{\sqrt{x-2}} = \frac{3}{\sqrt{x-3}}$

(ii) $\begin{cases} (a+b)x + (a-b)y = 2ac \\ (b+c)x + (b-c)y = 2bc \end{cases}$

9. If $a:b=b:c$ shew that $a^2+ab+b^2 : b^2+bc+c^2 :: a:c$.

10. Two sums of money are together equal to £ 54 12s. and there are as many pounds in the one as shillings in the other. What are the sums?

GEOMETRY AND MENSURATION.

BABU SARAT CHANDRA MUKERJEE, M. A. } Examiners.
 BABU UMESH CHANDRA GHOSH, M. A. }

1. A triangle ABC and a parallelogram APQC, are on the same base AC and on the same side of it, the perpendicular from B and P on AC are given equal, shew—

- (i) that BP is parallel to AC.
- (ii) that BP and PQ are in one straight line, and
- (iii) that the parallelogram is double of the triangle.

2. Prove the sixth proposition of the Second Book and thence deduce that the rectangle contained by any two unequal straight lines is equal to the difference of the squares on half their sum and on half their difference.

3. (a) Shew that two concentric circles cannot meet.

(b) If a straight line touch a circle, and from the point of contact a straight line be drawn cutting the circle, the angles which this line makes with the line touching the circle shall be equal to the angles which are in the alternate segment of the circle.

4. Describe a regular pentagon about a given circle.

5. Give in each case the construction only of the particular line (straight or curved) in which the following points must lie :—

(a) The vertices of all right-angled triangles standing upon the same given hypotenuse DE.

(b) The vertices of all isosceles triangle on a given base FG.

(c) The centres of all circles touching the same two given straight lines KL and KM.

6. If a quadrilateral be bisected by each of its diagonals, shew that it is a parallelogram.

7. The difference between the areas of two squares inscribed in and circumscribed about a circle is 338 sq. ft.; find the radius of the circle.

8. The opposite sides of a quadrilateral are parallel and the distance between them is 7 chains 50 links; if the area is 6.75 acres and the length of one of the parallel sides is 10 chains 30 links, find the length of the other.

9. Plan a field from the following notes and find its area in acres, rods, and poles :—

	Links	
A		
500		
380		
C		25 G.
Turn	to the	right
	C	
F 175	500	
	220	
	B	
Turn	to the	right
	B	
E 100	800	
D 200	650	
	400	
	A	

ARABIC.—FIRST PAPER.

MAULVIE MOHAMMED ABDUL JALIL, Examiner.

- 1. Translate the following into English :—**

بني الهاشمون قصرها عظيمها وصوف فيها مبالغة كثيرة وجاء
البعلول يوماً لزيارة الهاشمون و كان جالساً في قصره فقال
الهاشمون يا بعلول اكتب شيئاً على هذا القصر فأخذ البعلول
فتحماً و كتب رفعت الطين و وضع الدين رفعت البعض و
وضعت البعض ان كان من مالك فقد اسرفت والله لا يحب المسرفين
و ان كان من مال غيرك فقد ظلمت والله لا يحب الظالمين *

2. Re-write the above extract with vowel points.

3. Translate literally into English, and explain the grammatical points contained therein :—

جاء نحوی علی باب نحوی فدق بايه فقال من انت فقال
الرازئ احمد فاجاب صاحب الدار انصرف فقال احمد لاينصرف
فاجاب اذا كان نكراناً ينصرف*

4. Explain the following in English, and name the book from which it is a quotation :—

البعخل عيوب فاضحة * الوجود ستتر صالح
العقل قاتس عادل * العجب داء قاتل
العهر ضيف راحل * الهمسال ظل زائل
الصبر في الشدائِد * من شيم الا ماجد

5. Name the author of the following verses, and translate them into English :—

إذا عاش امرؤ ستين حولاً فنصب العهر تمهّقه المليالي
ونصب النصف يهضي ليس يدرّي لخفلته يهينها عن شمال
وثلث النصف آمال وحرسٌ وشغيل بالهكاسب والعيال
وبباقي العهر استقام وشيمباً وهم بار قحال وانتقال
فنهيب العهر طول العهر جهل وقسّيمته على هذا الشّمال

6. How do nouns of the form of أَفْعَل, when expressing the comparative and superlative degrees, form their feminines? Give examples.

ARABIC.—SECOND PAPER.

MAULVIE SYED RAHIMUDDIN, Examiner.

N.B.—Give vowel marks to every Arabic words you make use of in your answers.

1. Translate the following into English:—

الْهُنْسُلُمْ مِنْ سَلَمْ الْنَّاسْ مِنْ يَدْهُ وَ لَسْانَهُ عَزَّ الْدُّنْيَا بِالْهَمَالْ
وَ عَزَّ إِلَّا خُرَّةُ بِصَائِحِ الْأَعْهَالْ - لَا غَرَبَةُ لِلْمَغَاضِلْ وَ لَا وَطَنْ
لِلْجَاهِلْ - عَشَنْ مَا شَيْئَتْ فَإِنْكَ سَيِّتْ - الْخَمْرُ جَهَاعُ الْأَثْمِ - عَلَيْكُمْ
أَنْفَسُكُمْ لَا يَدْسُرُ كُمْ مِنْ ضَلْ إِذَا اهْتَدَيْتُمْ - الْعَاقِلُ يَتَعَظُّ بِالْأَدَبِ
وَ الْبَهَائِمُ لَا تَتَعَظُّ إِلَّا بِالضَّرْبِ - مَا شَرَ بَعْدَهُ الْجَنَّةُ بِشَرٍ وَ لَا خَيْرٍ
بَعْدَهُ النَّارُ بِخَيْرٍ - مِنْ أَبْصَرَ عَيْبَ فَنْفَسَهُ أَشْتَغَلَ عَنْ عَيْبِ غَيْرِهِ -
وَ الْحَرَصُ سَفَّاتِحُ التَّهَبِ وَ مَطْيَةُ النَّصَبِ - مِنْ حَفْرٍ بَعْدَرَا لِأَخْيَهِ
فَقَدْ وَقَعَ فِيهِ - إِذَا قَمَ الْعَقْلُ يَقْصُ الْكَلَامَ - مِنْ هَتَّكَ حِجَابَ
أَخْيَهِ هَتَّكَ عُورَاتِ بَنِيَّهِ - أَقْلَ الْنَّاسُ فِيهِمْ أَقْلَهُمْ عَلَيْهَا - مِنْ
أَعْجَبَ بِرَاءَ ضَلْ وَ مِنْ أَسْتَغْنَى بِعَقْلِهِ زَلْ وَ مِنْ تَكْبِيرُ عَلَيِّ النَّاسِ
زَلْ - مِنْ لَمْ يَتَعَلَّمْ فِي صَغْرَهُ لَمْ يَتَقدِّمْ فِي كَبِيرَهُ *

2. Mention حِزْفُ الْإِعْجَاب and their different usages with examples.

3. Translate into Arabic:—

God! there is no God but He. Probably, there are 13 men and 14 women in the house. Had he learnt the lesson, he should have been given 700 Dinárs 24 Dirhams and 5,000 صاع of wheat. What you call me for? I did not send for you. The house has been built. A certain man came four days ago.

4. Define لَسْتَنْ with its two kinds, illustrating your answer with examples.

3. Translate into English :—

الهره بفضيلته - لا بفضيلته - كل يعصر ما زرع ويعزى
 بها منح - من اطاع هواه باع دينه بدينه -- اذا ذهب العياء
 حل البلاء -- اذا اصطبغت الهمورف فاستره اذا اصطنع
 الديك فانشره -- من طاب اصله زكي قرعه -- من قال ما لا
 يقدرني سوچ ما لا يشتهي -- من لزم الرقاد عدم الهراد --
 من دام كسله خاب امله -- من نظر في العواقب سلم من
 النواصب -- من امارت الخدلان معاداته الاخوان -- من ركب العجل
 ادركه الزلل من فعل ماشاء لقي ماشاء -- افتم قزر عونه ام
 فتن الزار عون *

6. How do the صوفيين divide and subdivide Arabic words? Mention the various divisions and subdivisions with examples.

7. Translate into Arabic :—

As soon as you came he went away. They came today at 7 o'clock evening. He went away, yesterday at 10-20 A.M. No sooner did you come than he fled away fearing slaughter. The sooner the better. The war went on for years. The moon rose full. Amr and I, while going along, struck the boy before the teacher on Friday, a severe blow by way of correcting him. Alas! we lost the noblest of mankind in knowledge and in wisdom. Here comes the man the most learned. You are more pious than I. How handsome he is! What a fine horseman you are! How many men are there in the house? He said so and so. Paradise is at the feet of mothers.

8. Mention, define, and illustrate the various kinds of مفعول, and also give an example containing all of them in one and the same sentence.

PERSIAN.—FIRST PAPER.

MAULVIE SYED KALAN }
 „ SYED ABDULLAH } Examiners.

I. Translate the following passages into English :—

قوانگر زاده را دیدم بگور پرور فشسته بود و با درویش (a) بچه به مناظره در پیوسته که گور پدرم سنگین است و کتابه و نگین - و فرش رخام - و خشت فیروزه بکار بوده و بگور پدرت چه ماند - خشته دو فراهم آورده و مشته خاک بر آن پاشیده - درویش پسر که بشنبید گفت تا پدرت از زیر آن سندگ گران بر خود بجهنمید پدرم به برشت رسیده باشد *

سگے را گفته سبب چیست که در هر خانه که باشی (b) گدا گرد آن خانه نتواند گذاشت - گفت من از حرص و طمع دو رم و به بے طهی و قداعت مشهور - از خوانه به تذک فان قاعده - واز بربانه به خشک استخوانه خرسند - اما گدا سخرا حرص و طبع او بدی جوع و منکر شبع - نان یک هفته اش در اینان و زبانش در طلب نان یکشنبه جنپان *

(2) Explain in the following phrases :—

قوانگر زاده - گور پدر - درویش بچه - فرش رخام - سخرا
حرص - نان یک هفته -

3. Explain, in your own Persian, the sense of the following sentences :—

عامل بودن بر عقائد و مستقل ماندن در عین شدائد و مقصود نبودن در امور دنیوی از تدبیر - دیر پائی خاندان از ترحم نهودن بر یتیمان - و محتاج فشدن خود از کامروانی محتاجان - انصرام امور ملکی بصلاح و صوابدید وزرا - مظفر و متصور بودن باستبداد همت فقراء - تندروست ماندان از قیمت از الله درد دردستان امید رحمت داشتن از جناب حق بعفو جرائم سجومان *

4. (a) Name the book from which the above sentences are taken. Who quoted them ?

(b) What are the roots of انصرام and متصور ? Give their literal meanings.

5. (a) Write out the meanings of the following words in English ; and mention their singular or plural :—

حصاء - ورید - ذمائم - زمام - جیران - زندیق - زواج
حفار - افعی - حوصلہ - و داعع - طریق - وصایا - اسلام -
زمرة - بنادر -

(b) Explain the formations of the following words : -

گرداب - برملا - مخیلان - خافقاہ - بربط - دشنام -

6. Translate the following couplets into English :—

(a) اگر پائی در دامن آری چو کوه سرت ز آسمان بگزرد هم شکوه

زبان در کش ای مرد بسیار دان که فردا قلم نیست بربی زبان

صدت وار گوهر شناسان راز دهن جز به لولو نگردند باز

قرادان سخن باشد آگزند گوش نصیحت نه گیرد مگر در خوش

بدرسم داد خواهان داد برد اشت زدل ناله ز جان فریاد برد اشت

(b) زبس بر آسمان میشد ز نرسوی نفیر چا و شان طرقوا گوی

زبس بر گوشها میزد ز هرجای مهیسل مرکبان باد پیهای

کس از غوغای بمال او نیفتاد بحالی شد که آنرا کس مبینان

(c) به شهر خویش بسی بیقدر بود مردم

به کان خویش بسی بی بدها بود گوهر

درخت اگر متبرک شدے ز جای بجای

نه جور اری کشیدے و نے چفای تبر

اگرچه دوست عزیز است راز دل مکشای

که دوست نیز بگوید به دوستان دیگر

بکوش تا بتوانی دلی بدست آری

که در جهان به ازین نیست ندیع جان پدر

7. Explain the meanings of the following couplets in simple Persian :—

هان مشو نومید چون واقف نه زاسرا رغیب

باشد اندر پردا باز بیهای پنهان غم مخور

هُر که سرگردان بعالم گشت و غم خوارے نیافت
آخر الامر او بغمه خوارے رسد همان غم مسخور
در بیابان گربه شوق کعبه خواهی زد قدم
سو زنمشها گر کند خار مخدیلان غم مسخور
حال ما و فرقه جانان و ابرام رقیب
جمله میداند خدائی حال گردان غم مسخور
اے دل از سیل فدا بنیاد هستی بر کند
چون قرا نوح است کشتبیان ز طوفان غم مسخور

کعبه-بیابان 8. What are the original meanings of the words and and **رقیب**? Account for their secondary meanings.

9. Translate the following *quatrain* into English; and write down a short biography of its author in Persian.

پیگانه اگر وفا کند خویش من است *

ور خویش خطای کند بدآن دیش من است

* گر زهر موافق کند تریاک است *

ور نوش مخالفت کند نیش من است

10. Define ترابع. Name its divisions and sub-divisions with examples.

PERSIAN.—SECOND PAPER.

MAULVIE SYED AMJAD ALI, M.A. }
" ALI KHAN, } ...Examiners.

1. Translate into English :—

(a) یکی صحوہ را بگرفت گفت چه خواهی از من گفت
آفکه قرا بکشم و بخورم گفت از خوردن من چیزے تیاید
کیکن سه سخن قرا بیاموزم که آن قرا بهتر از خوردن من بود
اما یکی دز دست تو بگویم و دیگر وقتی بگویم که مرا رها
کنی تا بر درخت نشینم و سوم انگاه گویم که از درخت بر
مسو کوه بپرم گفت اول بگو گفت هرچه از دست تو رفت بر

آن حسرت سخور رهای کرد تا بپریند بر درخت نشست گفت
 دوم بگو گفت سخن متعال باور مکن و بپریند و بوسیل کرو
 نشست گفت ای بدینه اگر مرا پیشنهادی تو انگر شنیدی که در
 شکم من دو مردارید است و هر یکی بیست مثقال است و هرگز
 درویش نشیدی آن مرد انگشت در دندان گرفت و گفت درینها
 اینست افسوس گفت اکنون سوم بگو گفت تو آن دو را فراموش
 کردی سوم چه کفی ترا گفتم بر رفته حسرت سخور و متعال
 باور مکن من در دست تو با همیه گوشت و پوست و پروبال
 ده مثقال نبودم در درون من مردارید بیست مثقال چون
 بود این بگفت و به پرید.

(۱) پادشاهی بشکار میرفت آزاده را دید سگ به پهلو
 بسته و خودش خرم نشسته وزیر را گفت بیبا که دای بدویانه
 خوش کنیم گفت نه که بے ادبی کند گفت باکه نیست رفت و
 گفت اے آزاد سگت خوبتر است یاخودات گفت قربان شاه
 سگ زنبوار از فرمان این گدا سر نتابد پس شاه و گدا اگر خدا
 را فرمان ببریم از سگ بهتریم ورنه سگ از هر دو بهتر*

* آوردند که غلامی از شهر روم گریختن بود و بجزم و طن
 خود صوراً نورده از آغاز کردند روزی بصورائمه رسید و
 از خاره صدات شیره بگوشش آمد ترسید اما شیر پیشش
 بیامد و پنجه خود را بر زانویش نهاد دید که از جراحت خار
 آما سیده است خلام بفرمی و سرعت تمایتر خار را از پنجه
 اش برآورد شیر چون ازین درد نجات یافت دست و پایه غلام
 را میسیدن گرفت و بدمی احسان او را صاحب خود می پنداشت
 در این اثنای مالکش به جستجوی بسیار خود را در آنجارسانید
 و غلام را گرفتند بر روم برد و به چشم گریختن حکم نهود که در قفس
 درند کاشش قید کنند و شیریرا که هم در آن مدت گرفتار آمده
 بود سه روز گرسنه داشته بیاورند و بران غلام رهای کردند چون

نظر شیر بزین غلام آفتاب دست و پایش ایسیدن گرفت و چو
سک آموخته خنده پس و پیش دویدن میگویند که این از همار
شیر فخم خورد و از دست این غلام جان بسلامت بردا بود
الحاصل غلام و شیر هر دو را رها کردند و این حیوان شکر گزار
در خدمت غلام مناند غلام وفادار تا حیات خود بود *

2. Translate into Persian :—

Cræsus was proud of his wealth and loved to display it ; but he was at the same time a gentle and estimable prince, fond of learning. It is said that Aesop, the clever deformed slave, composed for his benefit many of the fables which have since almost passed into proverbs. Another visitor at his court was Solon, one of the seven wise men of Greece, to whom Cræsus showed the whole bright array of his treasures, and asked at the end, "Whom do you think the happiest of men ?"

Solon answered by naming a Greek, who had spent a quiet, useful, and peaceable life, and died at last while fighting in the cause of his country.

Cræsus who had expected to hear himself named, desired to hear whom Solon deemed the next happiest.

He mentioned two youths who had shown such pious affection to their mother, that she prayed that they might receive the best reward that Heaven could bestow upon man. While she was yet praying, they fell asleep, and their sleep was a peaceful death.

"These" said Solon, "were the next happiest."

"Do you not, then, think me a happy man ?" said Cræsus, vexed at seeing how little account the wise man seemed to take of his wealth.

"Alas !" said Solon, "who can be said to have been happy while he still lives ?"

Two years after, Cræsus was obliged to own the truth of this reply, when he lost his eldest son by an accident. Soon after he rashly entered upon the war with the Medes and Persians, who totally defeated him. Cyrus made Cræsus prisoner and ordered him to be burnt to death. The pile of wood was raised, and Cræsus was chained to it, when at that very moment calling to mind the saying which had warned him not to trust in present prosperity, he broke out into an exclamation of "O Solon, Solon, Solon !"

Hearing the cry, Cyrus asked its meaning, and desired that the captive should be led to him to explain it. He was so much struck by Solon's lesson, that he not only spared the life of Cræsus, but made him his favoured friend and counsellor ever after, seeing in his misfortunes a warning against putting too much confidence in the power and greatness to which he was at present raised.

SANSKRIT.—FIRST PAPER.
PANDIT RAMSASTRI TAILANG, Examiner.

I. Translate the following into English :—

अथं निजः परो वेति गणना लघुचेतमाम् ।

उदारचरितानां तु वसुधैव कुटुम्बकम् ॥

यथा ह्येकेन पादेन न रथस्य नतिर्भवेत् ।

विना पुरुषकारेण तथा दैवं न सिध्यति ॥

अथैवं जहपतां तेषां चित्राङ्गदो नाम हरिगो लुड्यक-

प्रासितस्तस्मिन्नेव सरसि प्रविष्टः । अथायान्तं तं सप्तम्भ्रम-

मवल्लोक्य लघुपतनको वृक्षमारुद्धः । लघुपतनको मृगं सम्यक्

परिज्ञाय सन्धरकमुदाच । एत्येहि सखे सन्धरक त्रिपार्तीऽयं

मृगोऽत्र समायातस्तस्य शब्दोऽयं न मानुषसंभव दृति ।

(a) Parse the words कुटुम्बकम्, सप्तम्भ्रम्, वृक्षम्, नाम, मृग and नाम.

(b) Give the roots of आरुद्धः, परिज्ञाय, दाच, and एष; and conjugate them in the third preterite (लुड्य).

(c) Decline लघुचेतस्, जन्मत्, and एष in the noninative singular and plural numbers in all genders.

(d) Exponent, and name, the samitis in the underlined words.

(e) Analyze the sandhi in परोगेति, गणितस्तु, अपैतस्, मृषान्तः and एत्येहि.

II. Explain in Sanskrit :—

1. मनसा चिन्तितं कार्यं वृक्षमा न प्रकाशयेत् ।

अन्यलक्षितकार्यस्य यतः सिद्धिर्न जायते ॥

2. सेवितव्यो महावृक्षः फलज्ञायासुमन्वितः ।

यदि दैवात् फलं नास्ति ज्ञाया केन निशार्थते ॥

3. चलत्येकेन पादेन तिष्ठत्येकेन बुद्धिमान् ।
नाससीह्यं परं स्थानं पूर्वसायतनं त्यजेत् ॥
4. आपद्ये धनं रक्षेद्वारान् रक्षेद्वैरपि ।
आत्मानं सततं रक्षेद्वैरपि धनैरपि ॥

(a) Parse the underlined words.

(b) Decline दार and आत्मन् in all cases.

(c) Write out the first line of extracts 1 and 3 in the above, using the passive construction.

(d) Conjugate the root अस् in the first and third preterites (जड़ and जुड़).

III. Turn into simple prose :—

(a) कासुरयं संविभागश्च यस्य भृत्येषु सर्वदा ।

संभवेत्स महीपालखौलोक्यस्यापि रक्षणे ॥

(b) अंजनस्य द्वयं दूष्टा वलमीकस्य च संचयम् ।

अवन्धयं दिवसं कुर्याद्वानाध्ययनकर्मसु ॥

(c) अलपानामपि वस्तुनां संहतिः कार्यसाधिका ।

त्रृणैर्गुणत्वमापन्नैर्बध्यन्ते भत्तदन्तिनः ॥

(d) एकेनापि सुवृक्षेण पुष्टिपतेन सुगन्धिनाः ।

वासितं तद्वनं सर्वं सुपुत्रेण कुलं यथा ॥

(1) Translate the extract (c) into English.

(2) Explain the formation of the words दूष्टा and दन्तिनः.

(3) Expound, and name, the samasa in वानाध्ययनकर्मसु.

IV. Correct the following :—

बहुभिर्सूख्यसंघातैरन्योन्यपशुवृत्तिभिः ।

प्रच्छाद्यन्ते गणान् सर्वे मेघा इव दिवाकरम् ॥

(a) Write out the purport of the above extract, in English or Hindi.

(b) After correction change the voice of the above extract.

(c) Decline सर्व in the dative (चतुर्थी) genitive (षष्ठी), and locative (सप्तमी) cases in the masculine gender (पुस्त्रिङ्गः).

V. Write down the meanings of the following words :—

यूथम्, वैद्यस्य, अनागतविधाता, प्रत्युत्पन्नमतिः, अष्टपदम्, लघुपस्ताः, सन्त्रः, व्यवसायः, श्रोत्रियः, and गरीयः।

SANSKRIT.—SECOND PAPER.

PANDIT DEVENDRA NATH CHAKRAVARTI, M.A., *Examiner.*

1. Translate into Sanskrit :—

(a) Nothing useful can be done without a good will towards it.

(b) The main object of our lives should be to learn our duty to God and man, how to govern ourselves, and be useful to others.

(c) If a king were not prompt in inflicting punishment on the wicked, the stronger would prey upon the weaker.

(d) In this country the leaves of trees wither in summer and sprout again in the rains. In cold countries they fall off in winter.

2. Translate into English :—

(a) पडेव तु गुणाः पुंजा न हातव्याः कदाचन ।
सत्यं दानमनालस्यमनसृया चना भृतिः ॥

(b) सन्नियच्छति यो वैगमुत्तिवतं क्रीधदर्पयोः ।
स श्रियो भाजनं योग्यं यस्त्वापत्तु न मुख्यति ॥

(c) धनानि जीवितश्चैव परार्थं प्राप्त उत्सज्जेत् ।
सन्निनित्ते वरं त्यागो विनाशे नियते भक्षि ॥

(d) चमातुल्यं तपो नाश्वित न सन्तोषात्परं शुद्धं ।
न च वृष्णापरो द्याधिने घ धर्मो दयापरः ॥

(e) आसनात् शयनादपानात् सम्भापात् सहभीजनात् ।
संक्रामन्ति हि पापानि तैत्रविन्दुरिवाम्भमि ॥

(f) पुरा हस्तिनापुरे नगरे भृषीरनामा नृपतिर्यभृत् ।

स त्यागी, मेधावी, रूपवान्, सरलश्च । कदाचित्
रात्रौ स निजनगरस्य मध्ये परिभ्रमति स्म । पथि
एकस्मिन् गृहे गाथामेतां शुश्राव । तद्यथा—
हंसाः सर्वत्र सिताः शिखशिडिन; सदा चित्रताङ्गस्त्रहाः ।
सर्वत्र जन्मसरणे सर्वत्र विभोगिनो भोगाः ॥

इसां गाथामाकर्य राजा चिन्तयामास त्रयालां पादा-
नां अर्थः प्रत्यक्षं दूश्यते परं एतत् वचनासात्रं न पुनः
प्रत्यक्षं यत् भोगिनः सर्वत्र भोगा भवन्ति । एतत्
अलीकं । अहमत्र भोगवन् वर्त्ते, यदि एवं विधा
भोगा सम विदेशेऽपि भवन्ति तदा एतत् सत्यं वचः ।
इति चिन्तयित्वा नगरप्रान्तं गतः । तत्र राजा
चिन्तितं, रूपवान् पुरुषः सर्वत्र गौरवं लभते । ततः
कारणात् विनष्टदेहो बभूव । किं बहुना अतीव कु-
रुपः बिलोकयितुमशक्यश्य जातः तादूशः स राजा
तत्रस्थे एकस्मिन् प्राप्तादे उपविष्टः नगरमणीयतां
विलोकयति स्म ।

(g) पापं हन्ति ज्ञानवृद्धिं विधत्ते
धर्मं दत्ते कामसर्वज्ञं सूते ।
मुक्तिं दत्ते सर्वदोपास्यमाना
पुंसां अद्वाशालिनी विष्णुभक्तिः ॥

HISTORY.

REV. L. F. PHILLIPS, M.A. ... } Examiners.
B. D. GORDON, ESQ. ... }

1. Give accounts of the reigns of Alfred the great and Anne.
2. Narrate briefly the doings of English Sailors in the reign of Queen Elizabeth.

3. Point out the chief steps from first to last by which the English Parliament advanced to be a representative body.
 4. State the causes which led to the Crimean War and its results.
 5. Describe the reigns of Asoka and Aurangzeb.
 6. How often did Mahmud of Ghazni invade India? Give his chief exploits.
 7. Give an account of the Portuguese Dominions in India.
 8. Sketch the rise and fall of the Mahratta power.
 9. Between whom were there battles fought and with what results?
 Evesham, Bannockburn, Towton, Newark, Quiberon Bay, Vittoria,
 Thaneswar, Panipat (3) Bixar.
 10. What do you know of the following :—
 Stonehenge, Peter the Hermit, Star Chamber, Utopia, South Sea
 Bubble, Arkwright, Jai Pal, Permanent Land Settlement, Perron, Ober-
 sterlony, Tantia, Cavagnari.
-

GEOGRAPHY.

BABU ABHAYA CHARAN SANYAL, M. A. .. } Examiner.
 BABU GYANENDRA NATH GHAKRAYAARTI, M. A. } Examiner.

1. (a) Name the principal Native States of India with the chief towns of each.
 (b) Name the settlements owned by other European nations besides the British in India.
 (c) Describe the geography of Bengal, noting the following particularities :— its natural divisions, rivers, chief towns, agricultural, and mining products.
2. (a) Where are the following straits :—
 Torres, Dardanelles, Malacca, Florida, The Sound, Palk, and Vancouver?
 (b) Give the position of the following capes :—
 Matapan, Byron, Romania, Finisterre, Blanco, Land's End, Huelva, Roque, and Babu.
3. Draw an outline map of the continent of America, and mark points of the following on it :—
 (a) The countries which border on the Pacific.
 (b) The course of the following rivers ;—the Amazon, the St. Lawrence, and the Mississippi.
4. Name :—
 (a) The rivers which fall into the sea of Atal.
 (b) The mountain which separates France from Spain.
 (c) A peninsula of Asia projecting Westwards.
 (d) The highest mountain in Britain.
 (e) The Portuguese settlements in Africa.
 (f) The British settlements in the West India Islands.
 (g) The capital of Chili.
 (h) The natives of New Guinea.
5. What and where are the following :—
 Shillong, Sufed Koh, Shanghai, Perim, Leeds, Belgrade, Canary, Tehuantepec, Titicaca, and Hawaii?

6. Explain with the help of a diagram why the torrid zone is hotter than the frigid zone.

7. Enumerate the different causes which promote the rapidity of evaporation. Why does the outside of a glass, containing water with ice in it, become covered with drops of water?

8. From what various sources do large rivers rise? Describe the cause of the annual flooding of the Mahanadi and other rivers of the Indian Peninsula. Explain how lakes regulate the flow of rivers issuing from them.

9. Write short notes on the following :—

The Gulf Stream, the height of the snow line on the Himalayas, spring and neap tides, and the season.

GEOMETRICAL DRAWING.

G. T. SPARKE, *Examiner.*

1. Show on one figure the $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{3}$ of a line AB.

2. Draw an isosceles triangle with base 3 inches and vertical angle 30° .

3. Circumscribe an octagon about a square, with $\frac{1}{2}$ inch side.

4. A circle is $\frac{1}{2}$ inches in diameter: find the centre, and draw a tangent to the circle from a point 1 inch outside.

5. A drawing has no scale on it, but it is found that a measurement of 24 feet is represented by 3 inches: make a diagonal scale for the drawing to read to inches.

6. About a circle $\frac{3}{4}$ inch radius describe 6 circles, each touching two others and the given circle.

ELEMENTARY PHYSICS AND CHEMISTRY.

BABU GYANENDRA NATH CHAKRAVARTI, M. A., *Examiner.*

1. Explain clearly why bodies lose in weight when immersed in liquids. A body loses 8 ounces in weight when immersed in water; what weight will it lose when immersed in mercury which liquid is about 13 times as heavy as water?

2. Describe the syphon and explain the principle on which it works. Why does it not work unless it is previously filled with water? In immersing the shorter end of the syphon in water a small bubble of air has been allowed to get into it. Describe the effect of this on the action of the syphon.

3. What do you mean by 'heat'? On what effect of heat does the use of thermometers depend? Describe the process of making a mercurial thermometer.

4. Define 'Evaporation.' Why does water usually get cooled by being kept in SURAHIS? Also explain the principle on which the action of KHAS depends in producing a sensation of coolness in our bodies.

5. Distinguish clearly between 'conduction, and 'convection' of heat, illustrating your answer by examples. Why do we put on woollen clothing in the cold weather, and why is ice kept wrapped up in woollen blanket?

6. Explain what is meant by 'refraction of light' and describe an experiment to illustrate it.

7. What do you understand by the terms "acid," "alkali," "salt," "crystal" and "metal" as used in Chemistry?

8. Define 'hardness of water.' It is a well-known fact that the temporary hardness of water may be removed by pouring in a little lime-water and then filtering the water. Explain carefully what happens to produce this result.

9. Describe the different forms in which carbon exists in the free state. Describe an experiment to prove that vegetable matter contains carbon.

10. What metal exists in the liquid state at the ordinary temperature? Mention some of its properties and its more important compounds. Also mention some of the uses of mercury that you may be acquainted with.

BOOK-KEEPING.

B. D. GORDON, Esq., Examiner.

I. Give the name of the *book* in which you would enter each of the following transactions: and *write the entries* exactly as they *should appear* in the books:—

(a) On the 4th December, I sold for ready money cheeses weighing 1 cwt. 2 qrs. 6 lbs. at 14 as. per lb.

(b) On the 7th I bought for ready money 10 dozen plated forks at Rs. 15. 4 as. per dozen.

(c) On the 8th having occasion to pay certain house-keeping expenses, I drew a cheque on the Allahabad Bank for Rs. 100.

(d) On the 10th I gave my acceptance for Rs. 450 at 2 months to James Knox, he having drawn the bill the same day and I having made it payable at the Allahabad Bank.

(e) On the 15th I paid for wages the sum of Rs. 20-8-6.

II. (a) What is a *trial balance*? What does it prove? What errors are not checked by it?

(b) What is the difference between a *Real* and a *Personal Account*? How are *Real* accounts closed? What is a *Nominal Account*?

(c) What is a *Bill of Exchange*? Name the different kinds and state their use. What is meant by *dishonouring a bill* and what by *retiring a bill*?

(d) Write out a specimen form of an accepted draft for Rs. 1,000 payable at 6 months.

III. From the following statement make out "cows," "sheep" and "trade expenses" accounts; carry to Profit and Loss account balance; and carry to Capital account:—

		Rs. a. p.
Jan.,	12th Bought cows	... 850 0 0
"	17th Travelling expenses	... 25 6 6
"	25th Bought sheep	... 415 0 0
Feb.,	1st Wages	... 22 0 0
"	10th Income tax	... 7 5 9
"	15th Sold sheep	... 310 8 0
"	19th Bought cows	... 225 0 0
"	24th Stamps and Stationery	... 4 3 6
March,	1st Wages	... 28 0 0
"	3rd Paid bunniah for grain	... 99 7 6
"	9th Rent	... 27 5 0
"	15th Sold cows	... 573 0 0
"	23rd Bought sheep	... 87 0 0
April,	1st Wages	... 24 0 0
"	3rd Travelling expenses	... 31 12 0
"	Sold sheep	... 204 0 0
"	Sold cows	... 409 0 0
"	Value of cows unsold	... 256 0 0
"	Value of sheep do.	... 175 0 0

IV.—(1) *Journalise*, (2) *Post*, (3) *Prove*:—

	Rs.
Dec., 1st Cash in hand	... 70
" " Goods in "	... 194
" " I owe Mr. Murray	... 120
" " Mr. Dawson owes me	... 200
" " Taylor Bros. owe me	... 350.
" " M. Dawson settles his account less 5% discount.	21

Dec., 3rd Sold goods to H. Branson	... 80
" 10th Bought of Mr. Murray	... 140
" 11th Paid Mr. Murray	... 240
" " And he allowed me discount	... 20
" " Sold goods to Howards & Co.	... 130
" 25th Monthly cash rates	... 930
" 31st Trade expenses	... 20
" " Personal	... 50
" " Value of stock	... 1,240

POLITICAL ECONOMY.

C. H. LINTON, Esq., M.A., *Examiner.*

1. Show how the science of Political Economy is a practical science ; that is, a science which treats of questions that belong to man's every day business life.

2. What is the real nature of money ? What do you mean when we speak of the price of money ? When people were unacquainted with the science of Political Economy what mistake did they make in regards to money ? What is the name by which the error is generally known ?

3. What is wealth ; and what qualities must it have ? What is capital ? It is said that all capital is wealth, could we say that all wealth is capital ? If not, why not ?

4. State Ricardo's theory of rent ? Give an illustration of the manner in which the margin of cultivation varies with the price of agricultural land. Does rent affect the price of agricultural produce ? Give your reason for your answer.

5. What is meant by the phrase 'division of labour' ? What are the advantages that result from a 'division of labour' ? What are wages ? Supposing the population of a country continued to increase, while its capital remained the same, what effect would this have on wages ?

6. What do you understand by trade Unions ; Strike ; Lock-outs ; Co-operative Societies ? It is said that a strike means a loss to workmen and employers ; could you explain in what way ?

7. What is credit ? If my credit is good, may I not say that my capital is increased to the extent of my credit ?

8. What is taxation ; What principles should be observed in enacting taxation ? Why should taxes not be levied on raw material ?

ENTRANCE AND SCHOOL FINAL-EXAMINATIONS, 1896.

ENGLISH.—FIRST PAPER.

REVD. G. H. WESTCOTT, M.A., ...
 J. W. BACON, ESQ., M.A., ... } Examiners.
 F. G. HOUSDEN, ESQ., M.A., ... }

1. Give in your own words, the meaning of the words and phrases printed in bold type:—

(a) Every one beheld the adventures as brave, innocent men going to a dreadful execution, as rushing upon certain death: and the vast multitude caught the fire of devotion, and joined aloud in the prayers for success. The relations, friends, and acquaintances of the voyagers wept; all were affected; the sigh was general. Gama himself shed some manly tears on parting with his friends; but he hurried over the tender scene and hastened aboard with all the alacrity of hope. Immediately he gave his sails to the wind; and so much affected were the many thousands who beheld his departure, that they remained immovable on the shore till the fleet under full sail vanished from their sight.

To what occasion does the above refer? What were the dangers that called forth so much emotion? To what extent were the fears of the people realised? Classify the genitive cases that occur in this extract. Parse immovable.

(b) As these stracts (at least his portion of them) were all on one side, he entertained no doubt of their infallibility, and, being noisy and disputatious, was sure to silence his opponents; and he became, in consequence of it, intolerable arrogant and conceited. He was not, however, indebted solely to his knowledge of the subject for his triumph; he was possessed of "Fenning's Dictionary," and he made a most singular use of it. His custom was to fix on any word in common use, and then to get by heart the synonym or periphrasis by which it was explained in the book; this he constantly substituted for the simple term, and as his opponents were commonly ignorant of his meaning, his victory was complete.

What man is thus described and by whom ? What distinction do you draw between arrogance and conceit ? Taking triumph and dictionary as simple terms substitute for each a synonym and periphrasis. In what other sense or senses could on one side be used ? Parse conceited.

- (e) I will not do them wrong ; I rather choose
 To wrong the dead, to wrong myself, and you,
 Than I will wrong such honourable men.
 But here's a parchment, with the seal of Cæsar,
 I found it in his closet, 'tis his will :
 Let but the commons hear this testament,
 (Which, pardon me, I do not mean to read,) And they would go and kiss dead Cæsar's wounds,
 And dip their napkins in his sacred blood ;
 Yea, beg a hair of him for memory.
 And, dying mention it within their wills,
 Bequeathing it, as a rich legacy,
 Into their issue.

Into whose mouth are these words put ? To whom does 'them' refer ? How would he wrong, (1) the dead, (2) himself and (3) the people ? Why does the speaker express unwillingness to read the will ? In what sense is Cæsar's blood described as sacred ? What is the force of but ?

2. Explain fully, but in simple language, the following :—
- (a) Every office of natural friendship seemed to promise a lasting harmony.
 - (b) Spots made famous by the sword and pen Till each one is a shrine.
 - (c) There is a great difference between what is proper for a letter and what for a history.
 - (d) Alas for love ! if thou wer't all And nought beyond, O Earth.
 - (e) Many provinces redeemed their harvest by the payment of an annual ransom.
 - (f) The only way to answer a fool, is to answer nothing.
 - (g) Freeze, freeze, thou bitter sky,

Thou dost not bite so nigh
As benefits forgot.

(h) The power of the prætor was as a reed before the wind.

(i) Error wounded writhes in pain
And dies among his worshippers.

3. Explain carefully the following phrases :—(a) the narrowing lust of gold, (b) to feel comfort in numbers, (c) to throw oneself on the laws, (d) oak leviathans, (e) to contain in a nutshell, (f) to lisp in numbers, (g) a Peruvian mine, (h) to have interests at stake, (i) to compound a matter.

4. Give the meaning of the words below and write one short sentence to illustrate the use of each :—(1) capricious, (2) frescoes, (3) conventional, (4) veneer, (5) apprentice, (6) subservient and (7) periodically.

5. What is meant by ‘antithetical sentences’? In the following passage explain the words and phrases printed in bold type and arrange in pairs the single words placed in antithesis :—

It was the boast of Augustus, that he found Rome of brick, and left it of marble. But much nobler will be our Sovereign’s boast, that he found law dear, and left it cheap; found it a sealed book, and left it an open letter; found it the partimony of the rich, and left it the inheritance of the poor; found it the two edged sword of craft and oppression, and left it the staff of honesty and the shield of innocence.

6. Passages from books not prescribed—

Re-write the following passages in your own words, so as to make their full meaning perfectly clear :—

(a) The perfectly educated will be Jack-of-all trades and master of one. “Master of one.” Because there is no training in a smattering easily got by an active mind. “Jack of all trades.” Because no man can work hard all day; and there is infinite pleasure and profit in picking up everything worth having. “Master of one.” Because in the infinity of subjects, the wilderness, the jungle of rival ignorances, no strong, calm, great character can gain its strength excepting by

being pressed to the utmost limit of its power by the fierce demand for perfection that very great subject makes on him who gets far enough to know what trying to be perfect means. Every good runner knows this fierce demand of the last ten or twenty yards of a race. "Jack of all." Because the active brain cannot be on strain always, and yet being active, will be occupied. *E. Thring.*

- (b) How happy is he born and taught
 That serveth not another's will ;
 Whose armour is his honest thought
 And simple truth his utmost skill !

* * * *

Who God doth late and early pray
 More of his grace than gifts to lend ;
 And entertains the harmless day
 With a well-chosen book or friend ;
 This man is freed from servile bands
 Of hope to rise, or fear to fall ;
 Lord of himself though not of lands ;
 And having nothing, yet hath all. *Sir H. Wotton.*

ENGLISH.—SECOND PAPER.

T. R. READ, ESQ., B.A.	} Examiners.
F. MANLEY, ESQ., M.A.	...	...
BABU SARAT CHADRA MUKERJEE, M.A.	...		

I. What hid'st thou in thy treasure caves and cells,
 Thou hollow-sounding and mysterious main ?—
 Pale glistening pearls and rainbow-coloured shells,
 Bright things which gleam unrecked of, and in vain,
 Keep, keep thy riches, melancholy sea !
 We ask not such from thee.

(1) Parse the nouns in the above stanza. Name the pronouns.

(2) Scan the last two lines.

II. (1) Distinguish between the weak and the strong conjugation of verbs.

(2) To which conjugation does each of the following verbs

belong : *beat, fly, hurt, stop, work?* Conjugate each of these verbs. Write sentences introducing the past participle of each.

III. (1) Add to each of the following words the prefix that reverses the meaning : *sense, truth, honour, patience*. Give another example of a similar use of each of the same prefixes.

(2) Give words, not formed by prefixes, or suffixes, having a contrary meaning to the following : *near, praise, fertile, ancient*.

(3) State what prepositions are used with the following words : *requisite, subversive, inconsistent, amenable*. Write four sentences in illustration.

IV. Correct the following sentences and give your reasons for the changes you make :—

- (a) He asked that when he was to come to work.
- (b) No sooner I came in I went out again.
- (c) We heard of him having met with an accident.
- (d) They persisted to do what they knew to be wrong.

V. Give the meanings of—(i) As good as his word. (ii) Penny wise and pound foolish. (iii) A storm in a tea-cup. (iv) The observed of all observers. (v) Wolfe in sheep's clothing. (vi) Old heads on young shoulders. (vii) To pay a man back in his own coin. (viii) To turn a person round one's little finger.

VI. Construct three complex sentences containing as their subordinate clause the words *where the accident happened*. In the first sentence the subordinate clause is to be a noun clause, in the second an adjective clause, and in the third an adverbial clause.

VII. Analyse in tabular form the following passage :—

I am always very well pleased with a *country* Sunday, and think, if *keeping* holy the seventh day *were* only a human *institution*, it would be the best method *that* could have been thought of for the polishing and civilising of mankind.

Parse fully the italicised words.

VIII. (a) Write in the third person the following speech, taking care to make the meaning plain and commencing with *Tommy said to Harry that—*

I shall not be long without you ; to your example I owe most of the little good that I can boast ; you have taught me how much better it is to be useful than rich or fine—how much more amiable to be good than to be great. Should I be ever tempted to relapse, even for an instant, into any of my former habits, I will return hither for instruction and I hope you will again receive me.

(b) Deduce from the following report the words used by the original speaker.

Did they think that statue of ancient art was but a lifeless marble ? Let them animate it with their breath and instantly it would live and glow. Greek literature, if it served them with nothing else, should excite their curiosity as the picture of a wondrous state of civilisation, which in its peculiar phases, the world could never see again, and yet from which every succeeding state of civilisation had borrowed its liveliest touches.

ENGLISH.—THIRD PAPER.

C. DODD, Esq. }
E. A. MURPHY, Esq., B. A. } Examiners.

Translate from Urdu into English :—

کشہیر ہندوستان کی مغربی و شمالی سرحد ہے۔ کشہیر (a) کی آب وہوا اور زمین کی جتنی تعریف کی جاوے سب کم ہے۔ اس کریغ زمین پر اسکے برابر کوئی ملک فہیں ہے۔ گویا کہ خالق نے سرشت کی عہدگیان اور کل عجائب دنات کو یہاں اکٹھا کر کے رکھ دیا ہے۔ یہاں ملک چاروں طرف کوہ ہٹھائیا سے گھرا ہوا ہے۔ اور اسکے بیچ میں ایک مسطح میدان ہے۔ کسی زمانہ میں یہ پورا میدان پانی میں تو بنا ہوا تھا۔ میوہ جات کے سایہ دار درخت یہاں اس کثیرت سے ہیں کہ قہام ملک باغ

معلوم ہو قاہے۔ جہاں باوہوں مہینے بہار کا موسم وہتا ہے کوئی ایسی جگہ نہ فہیں ہے جو سبزی سے خالی ہو۔ اور رنگ برلنگ کے پھول اوسیں نہ پھولی ہوں۔ سبب اور ذاشپاتی اس کثرت سے ہوتے ہیں کہ جنگل کا جنگل پڑا ہے۔ بوسات بہار بہت کم ہوتی ہے۔ جائزون میں بڑی سردي ہوتی ہے۔ اور برف خوب پڑتی ہے۔ باقی آٹھ یا دو مہینے بہار وہتی ہے۔ فہ گرمی فہ جارا۔ دریا۔ جھیل مدرسے پچھم کو بہتی ہے۔ فہ بہت چوری نہ بہت تندگ گھری بخوبی کہ جس میں ناؤ اچھی طرح چل سکے۔ بوسات کے کم ہونے کی وجہ سے بہار دریا گھستتا بڑھتا بھی نہیں ہے نہ اسکا پانی کدلا ہوتا ہے۔ دریا کے دو فوں طرف میوہجات کے سایہ دار درخت بہت خوبصورت معلوم ہوتے ہیں جنکی تالیاں پانی میں ایسی جھکی رہتی ہیں کہ ناؤ پر بیٹھے ہوے میوے تو قوتے کھاتے چلے جائیئُ۔ * سہیجھنے کے لئے پہلے جہاں سی کے احوال قدیم کو جاندا ضروری ہے۔

یہ شہر بوندیل کھنڈ میں واقع ہے۔ پہلے بہار اور جہاکے راجہ بیرون سنگھ دیو کے مقام تھا۔ جب شاہنشاہ دہلی اکبر بادشاہ کے وزیر نامی ابوالفضل کو بیرون سنگھ نے قتل کر تالا قب بادشاہ نے اپنے بیتے سلیمان کو اوسکے مقابلہ پر بھیجنا اور بیرون سنگھ کے میدان جنگ سے بہاگ جانے پر بوندیل کھنڈ کی سلطنت بادشاہان محلیہ کے ہاتھ لگی۔ جب بہادر شاہ دہلی کے تخت پر بیٹھے قب اوپر ہوں نے چھترسال سنگھ کو جہاں سی کی دیاست جاگیر کے طور پر دیکھی۔ راجہ چھترسال کی قسمت کے ستارے کو چھپکتا ہوا دیکھ کر بہت سے لوگوں سے فرہا کیا اور صوبدار مالوہ اور فواب اللہ آباد نے بار بار اونکے راج پر چورہائی کی۔ چھترسال اس وقت میں بورھے اور ضعیف ہونیکی وجہ سے دشمنوں کا مقابلہ کرنے کے لائق نہیں رہے تھے۔ اسلئے

انہوں نے مرهتوں کے سردار باجی راؤ پیشوں کے ہان پنناہ لی
— چھترسال کے حال پر مہربانی کوئے پیشوں نے مسلماں
کے سرداروں کا مقابلہ کیا اور اونپر فتح پاکز راجہ چھترسال
کو اونکے راج پر بٹھایا — احسانہندی میں چھترسال نے قبیل
کرور کی آمدی کا ملک باجی راؤ کو دیدیا — اسی ریاست
میں بیس لاکھ کی آمدی بکار جہانسی بھی شامل تھا۔
پیشوں نے جہانسی کی صوبداری پورگھناتا ہری نولکر کو جو
ایک نامی مرهتا سردار تھا مقرر کیا — وہی سردار مہاراںی
لکھشی بائی کے شوہر کے خاندان کا پہلا آدمی ہے *

Translate from Hindi into English :—

(a) کاشمیر ہنڈوستان کے عصر پञ्चم کی بیان ہے ।
کاشمیر کے جل کا یہ تھا یہاں کی پृथکی کی وجہ نے
پڑھنے کی وجہ سب کا نہیں ہے । اس بھٹکل میں اس کے
بڑا بڑا کا کوئی دوسرے دیش نہیں ہے । مانوں ویڈا نے
سختی کی وجہ نے اس دوسرے دیش نہیں ہے । مانوں ویڈا نے
نہ سوچا یہاں اسکا کر رکھ دیا ہے । یہ دیش چاروں سویں
ہیما لیج سے بیرون ہے اور بھرپور تھا ہے سب کا
لہذا اس میں اس دیش کا ۱۰۰ میل کے کوپر
لہذا اس میں اس دیش کا ۶۰ میل چھوٹا اسی میں سماں نے دیا ہے ।
کسی سماں یہ سطح پوری سے دیا ہے پانی میں ہو گا ہو گا یا ।
کا یادا دار سینہوں کے پیٹ اس بھرپور سے ہے کہ سماں دیش کا
دیش یا یا نا لہوں ہوتا ہے । جہاں بارہوں نہیں نہیں نہیں
نیکا ش کرتا ہے । کوئی اسما سماں نہیں ہے جو ہریت
تھی سے خالی ہو اور رنگ بارہ کے ٹوٹے نہیں نہیں
ہوں । سب اسی نا شپاٹی اس بھرپور سے ہوتا ہے کہ
جگہ کا جگہ پڑا ہے । بارہوں بھرپور کسی ہوتی ہے ।
جہاں میں بھی سندھی ہوتی ہے اسی وہ سوچ پڑتی ہے ।

बाकी ८ या ९ महीने बसन्त रहता है न गर्भी न जाड़ा। भैलम नदी पूरब से पश्चिम को बहती चली गई है। न बहुत चौड़ी न बहुत सकेती। गहरी अच्छी कि जिस में नाव अच्छी तरह से चल सके। बसात यहाँ कम होने से यह नदी घटती बढ़ती भी नहीं न पानी इसका गंदला होता है। नदी के दोनों ओर द्वायादार मेवे के पेड़ बड़ी शोभा देते हैं। जिनकी डालियां पानी में ऐसी झुकी रहती हैं कि नाव पर बैठे सेवे तोड़ते खाते चले जावये।

(b) महारानी लक्ष्मी बाई की जीवन घटना को अच्छी तरह से समझने के लिये पहिले झांसी का कुछ पूर्व दृत्तान्त जानना बहुत जरूर है। यह नगर बुन्देलखण्ड के अन्तर्गत है। यह पहिले ओर्द्ध के राजा बीरसिंह देव के आधीन था। जब दिल्लीपति अकबर शाह के नाम संत्री अबुलफजल का बीरसिंह ने भार डाला तब बादशाह ने अपने लड़के शत्रुघ्नी को युद्ध करने के लिये भेजा और बीरसिंह के मैदान से भागने पर बुन्देलखण्ड राज्य सुगल बादशाहों के हाथ आया। जब बहादुर शाह दिल्ली के राज गढ़ी पर बैठे तब उन्होंने लक्ष्मसालसिंह को झांसी की रियासत जागीर के तौर पर देदी। राजा लक्ष्मसाल के सौभाग्य के सितारे को चमकता देख कर बहुत से लोगों से न रहा गया और सालवा के सूबेदार और इलाहाबाद के नवाब बार बार उनके राज पर चढ़ाई करने लगे। लक्ष्मसाल इस बक्क पर बूढ़े और पराक्रम हीन होने के कारण शत्रुओं को पराजय करने में असमर्थ होकर महाराष्ट्राधिपति बाजीराव पेशवा के शरणागत हुए। लक्ष्मसाल की दशा पर दया करके पेशवा ने मुसलमान सरदारों का समना किया और उनको जीत

कर राजा छत्रसाल को राज्य पर विटाया। छत्रसाल ने कृतज्ञ होकर तीन करोड़ की आमदनी वाली रियासत बाजीराव को दिया इसी रियासत में बीस लाख की आय का फांसीखण्ड शामिल था। पेशवा ने फांसी की सूबेदारी पर रघुनाथ हरिनवलकर एक नासी भरहठे सर्दार को नियत किया। वही सर्दार महारानी लक्ष्मी वाई के पति के घंश का आदि पुरुष कहा जायगा ॥

MATHEMATICS.

ARITHMETIC AND ALGEBRA.

BABU UMESH CHANDER GHOSH, M.A. ... }
C. H. DIXON, Esq., M.A. ... } Examiners.

1. Simplify :—

$$(a) 5 - 5 \times \frac{2 + 1\frac{1}{2} (2 + 1\frac{1}{2})}{1\frac{1}{2} + 2 (2 + 1\frac{1}{2})}$$

$$(b) \frac{.125 \times (.175 \text{ of } .28571\bar{4})}{.00025}$$

2. (a) Express $\frac{3}{8}$ of 7s. 6d. + 1·25 of 5s.—54 $\frac{5}{6}$ of 9s. 2d. as a decimal fraction of £ 10.

(b) Extract the square root of 40000·400001.

3. What is an 'aliquot' part of a quantity ?

Find, by practice, the time of building a wall 27 yards long; 1 yard thick and 6 feet high, of which one cubic yard is built in 3 hours 18 minutes and 45 seconds.

4. How far shall I ride with a friend who leaves Allahabad at 9 A.M., and will drive to Karchana which is 10 miles from Allahabad in one hour, that I may, by walking back at the rate of 4 miles an hour reach home at 11-30 A.M.?

5. A owes B Rs. 1,435 due at the end of 4 months, Rs. 630 due at the end of 8 months, Rs. 860, due at the end of a year. B wants his money forth with. What ought A to pay him reckoning interest at $7\frac{1}{2}$ per cent?

6. (a) Factorise :—

$$(i) x^{12} - a^{12},$$

$$(ii) x^4 + 2x^2 + 9,$$

$$(iii) 8x^2 + 6x - 27.$$

(b) Find the H. C. F. of $x^8 - 1$ and $x^{10} - 1$.

7. Simplify : $\frac{a^3}{(a-b)(a-c)} + \frac{b^3}{(b-a)(b-c)} + \frac{c^3}{(c-a)(c-b)}$

8. Solve the following equations :—

$$(a) \frac{7x+1}{x-1} = \frac{35}{9} \left(\frac{x+4}{x+2} \right) + \frac{28}{9}.$$

$$(b) \frac{a_1}{x} + \frac{b_1}{y} = c_1,$$

$$\frac{a_2}{x} + \frac{b_2}{y} = c_2.$$

9. If $a : b :: c : d$ and $p : q :: r : s$, prove that

$$ap + cr : bq + ds :: \sqrt{acpr} : \sqrt{bdqs}.$$

10. Two towns X and Y , on a railway, are 46 miles apart. Coals at X cost 18s. per ton and at Y 16s. per ton; they cost 2 pence per ton per mile to carry on the line. Find the distance from X , of the place at which it is immaterial to the consumer whether he buys coals from X or from Y .

GEOMETRY AND MENSURATION.

PT. SUDHAKAR DUBE,

W. JESSE, ESQ., M.A.,

... } Examiners.
... }

1. (a) Bisect a given rectilineal angle.

(b) Shew that the vertex of the equilateral triangle described in the figure of 1. 9 must lie between the two straight lines which make the given rectilineal angle.

2. From a given point it is required to draw to two parallel straight lines, two equal straight lines at right angles to each other.

3. (a) If a straight line be divided into any two parts, four times the rectangle contained by the whole line and one of the parts, together with the square on the other part, is equal to the square on the straight line which is made up of the whole and that part.

(b) Prove that four times the rectangle contained by any two unequal straight lines is equal to the difference of the squares on their sum and on their difference.

4. Describe a segment of a circle, containing an angle equal to a given rectilineal angle, on a given straight line.

5. Construct a triangle, having given the base, the vertical angle, and the point in the base on which the perpendicular falls.
6. Inscribe a regular hexagon in a given circle.
7. Describe a circle which shall pass through two give points on the same side of a given straight line, and touch that straight line.
8. (a) What is meant by area ?
 (b) The area of an acute-angled triangle is 336 sq. ft., and the sides are 26 feet and 30 feet ; find the base.
9. A circle of 120 feet radius is divided into three parts by two concentric circles ; find the radii of these circles, so that the three parts may be of equal area.
10. Plan a field from the following notes and find its area in acres, rods, and pole :—

Links.		
	A	
K 20	409	
	60	
	30	0 H
	20	10 G
	C	0
Turn	to the	left
	C	
	169	0
	30	20 F
Turn	to the	left
	B	
	510	0
	160	30 E
	50	10 D
	0	0
From	A	go East

ARABIC.—FIRST PAPER.

MAULVI SYED AMJAD ALI, M.A., Examiner.

1. Translate into English and explain the grammatical principles referred to in the following giving examples of each :—

(a) جاء ذهبي على باب ذهبي فدق بابه فقال من انت
 فقال الزائر احمد فاجاب صاحب الدار انصرف فقال احمد لا
 يذهب فاجاب اذا كان ذكره ينصرف *

سَهْلُ الْكَسَادِيِّ عَنْ مَنْ نَمَاهُ عَنْ سَجْوَدَ السَّهْلِ هُلْ يَسْجُدُ (b)
سَهْلٌ أَخْرِيٌّ قَالَ لَا فَقِيلَ وَلَمْ قَالَ لَانِ الْمَصْغُورُ لَا يَصْغُرُ *

2. Re-write the following with vowel marks and translate into English:—

فِلَهَا سَمِعَ امِيرُ الْمُهُومَنِينَ هَذَا الشَّعْرُ طَرِيبٌ طَرِيبًا عَظِيمًا
فَقَالَتْ لَهُ أَخْتَهُ يَا أَخِي مِنْ حُكْمِ عَلِيٍّ نَفْسِهِ بِشَيْءٍ لَزِيمَةُ الْقِيَامِ
بِهِ وَالْتَّهِيلُ بِقَوْلِهِ وَأَنْتَ حَكِيمُهُ عَلِيٌّ نَفْسِكَ بِهَذَا الْحُكْمِ — ثُمَّ
قَالَتْ يَا فَعِيَّةَ قَفْ عَلَيْ قَدْمِيْكَ وَكَذَا قَفِيْ إِنْتَ يَا فَعِيْمَ — فَوَقَفَا
فَقَالَتْ أَخْتُ الْخَلِيلِيَّةَ يَا امِيرُ الْمُهُومَنِينَ أَنْ هَذِهِ الْوَاقِعَةُ هُمْ نَعْمَ
الْمُهَسِّرُونَ قَةَ سُرْقَهَا الْمَحْاجَ بْنُ يُوسُفَ الثَّقَفِيِّ وَأَرْسَلَهَا إِلَكَ وَ
كَذَبَ فِي مَا أَدْعَاهُ فِي كِتَابِهِ مِنْ أَنَّهَا أَشْتَرَاهَا بِعِشْرُونَ آلَافَ دِينَارٍ —
وَهَذَا الْوَاقِفُ هُوَ فَعِيَّةُ بْنُ الْكَرْبَلَيْعِ سَيِّدُهَا — وَإِنَّا أَسْئَلُكَ بِحُرْمَةِ
آبَائِهِكَ الْطَّاهِرِيْنَ وَبِحُمْزَةِ وَالْعَقِيلِ وَالْعَبَاسِ أَنْ تَعْفُوْعَنْهُمَا
وَتَضْفِعَ عَنْ جَرِيَّتِهِمَا وَتَهْبِهِمَا لِبَحْضُهُمَا لِتَخْدِمَ أَجْرَهُمَا وَثَوَابَهُمَا
فَإِنَّهُمَا فِي قَبْضَتِكَ وَقَدْ أَكْلَا مِنْ طَعَامِكَ وَشَرَبَا مِنْ شَرَابِكَ وَإِنَّ
الشَّفِيعَةَ فِيهِمَا الْمُهَسِّرُونَ هَبَةَ دَمَهُمَا *

3. Who were they? How was the Khalifa connected to them?

4. Translate into English and name the author of the extract:—

لَا خَيْرٌ فِي الْتَّجَارِبِ * وَالْأَنْزُ كُوْ فِي الْعَوَاقِبِ
فَلَيَسْ بِالْقَيْمَاسِ * تَجْرِيْ أَمْوَالُ النَّاسِ
يَنْهَمُ زَيْدٌ بِالْأَذْيِيْ * بِمَهْنَلِهِ عَبْرُو اَذْيِي
لَوْ كَانَ كُلُّ قَاجِرٍ * يَرْبِحُ فِي الْمُهَنَّاجِ
لَا تَجْرِيْ النَّاسُ مَعًا * أَوْ خَابَ كُلُّ مِنْ سَعْيِي
لَمْ يَسْعِ قَطْ أَحَدٌ * وَلَمْ يَكُنْ يَجْتَهِدْ
لَوْ كَانَ كُلُّ مِنْ رَكِبٍ * وَسَارَ فِي الْبَحْرِ عَطَابٌ
لَمْ يَرْكِبِ الْبَحْرَ أَحَدٌ * وَلَا اَنْتَعَاهُ وَقَصْدٌ
أَوْ سَلَهُوا جَهِيْعاً * وَلَمْ يَرْوَا فَظِيْعًا

لَا زَدْ حَمْوَى عَلَيْهِ وَبَا دَرْ وَالْيَسْه
قَلْ لَيْ فَايْ تَجْرِبَهْ تَصْحُّ مَعْ ذَي الْغَلْبَيْه
انْ الْمَيَالِيْ مَتَعْبَهْ حَبْ الْبَقَاءِ مَحْطَبَه

5. Describe the etymological changes that the following have undergone: انتقى، ام يكى، ام يسح، خاب، سعى، اتىج، ليم—؛ تهضى ذك، ازدهروا، ام يدوا.

7. Translate into English and mention the allusion referred to in the following :—

انها الدنیا فناء ليس في الدنیا ثبوت
انها الدنیا كبیت نسبجته الجنکبوت
ولقد يکفیك منها ايها الطالب قوت
ولعمری عن قلیل كل من فيها يهود

ARABIC.—SECOND PAPER.

MAULVI MOHAMMAD YUSUF JAFRI ... Examiner.

N.B.—Give vowel marks to every Arabic word you write.

- 1. Translate into English :—**

الشباب شعبية العجفون - الدنيا مزعة الآخرة - القناعة
مفتاح الراحة - العاقل تكفيه الاشارة - احسن كما احسن الله
الديك - زرفني غبا تزدد حبها - من عرف نفسه فقد عرف ربه
من لا يشكر الناس لا يشكر الله - اطلب العلم من المهد الى
المهد - عزم قفع و ذل من طبع - الدنيا جيفة و طالبها
كلاب - اثنان لا يشبعان طائب علم و طائب مال - لا تستصغر عدوك
وان ضعف - الصدق ينبعي والكذب يهلك - من كثر عياله كثرو بالله -
اذ قل مال الهرء قل صديقد - اذا اراد الله شيئا هيا اسبابه -
ليس الامور بصاحب من لم ينظر في العواقب - من يفر عن
بلاء يسير وبها يقع في بلاء كبير - قل لمن يذكر الله تورعا

از کر ربک تضرعاً - من اراد ان یعیده غناه فلیمکن قاذعا بھا رزقه
 الله - علک یا کتساب لعلم فان القلب الهیت یبعی بالعلم -
 ان الضحیف قد یغلب علی القوی بکیاسته والقوی یعجز عن
 الضحیف لکیاسته - قلب الخافل فی کسافه ولسان العاقل فی
 جنانه فهذا یتكلم بعد ما یتفهم وذلک یتقول قبل ما یتحقق -
 ان قربة الاشرار اضرار بالابرار والکرم علی الکرام ظالم علی
 الکرام - کل من علیها فان ویستقی وجہ ربک ذوالجلال ولاکرام *

2. Translate into Arabic :—

If you will disobey me I will beat you severely. When ever I went to her I saw her reading her book. His two brothers will start on their journey to-morrow. Yesterday Zaid gave me two *dirhams* to buy a cap for his son. Will you not go to school to-day ? Is Khalid the person who has stolen your properly, or his father ? What things do you find missing ? Amir's elder brother died in a battle in the year one thousand two hundred and fifty-eight A. H. Did you not say to him so and so ? Yes. Have you sent the letter to your teacher ? Yes. How did you cross the river ? He is greater in wealth but less in wisdom than I. Bakr is the most learned of all his fellow citizens. Why do you say what you do not do ? The teacher beat the boy by way of correction, and he ran to his father crying. I bought twelve oranges for three *dirhams*. I must finish my work before sunset. I sleep two hours daily at noon. Make ablutions before you pray. Never make promises that you cannot fulfil.

3. State the difference between the use of ^{فُ}**اعرض** and ^{فَ}**قد** used with an Aorist and a Preterite, and give examples.

4. Mention the governments of ^{فَ}**آن** - ^{فِي}**من** - ^{فِي}**ما** - ^{فِي}**كَمْ** and ^{فُ}**إن** with examples.

5. Write the following nouns in all the three cases—the Nominative, the Accusative, and the Genitive :— **مساعدون** - **حمار** - **او** and **ذو** - **برسفت** - **موسی**

PERSIAN.—FIRST PAPER.

MAULVIE SYED ABDULLAH,
„ SYED KALAN, } Examiners.

1. Translate into English:—

قضارا نخستین کسی که در آمد گذاشی بود که شهه عهر (a) لقمه اندوخته و روجه بر رقهه دوخته بود— از کان دولت و اعیان حضرت وصیت ملک را بجا آوردن— و تسلیم مقاییح قلاع و خزاین بد کردند— مدتی ملک راند— بعضی از ارکان دولت گردند از مطاوعت او پیچیدند و ملوک دیار آز هر طرف بهنمازعت بر خاستند و به مقاومت لشکر آراستند— فی الجمله سپاه و لشکر بهم بر آمدند و بوخی از اطراف بلاد از تصرف او بدر رفت— درویش ازین واقعه پریشان و خسته خاطر هی بود *

در دل چنان میگذشت و در خاطر چنان میگشت که (b) این نامه بزودی با خبر نه انجامد و خامه در طی مقاصد آن حالیا از جنبش نیارامد— اما چون آئینه طبع گوینده زنگ ملات بگرفت بصیرقل صدق و غبت شدند و صقالت فیضیافت پرینقدر اختصار رفت امید بکارم اخلاق مالحاطه کنندگان آنکه چون بر خللی مطلع شوند بدیل عفو و اغماض بپوشند و در افشاری هدیان اعتراض و اعماز ذکوشند *

2. (a) What is the force of را in قضارا and also in چرا and زید را پسر ؟

(b) Explain the formation of the words گویندگان—جنبش—درویش and کنندگان

(c) State the singular or plural, as the case may be, and the English meanings of مذاعع—بلاع—تصرف—خسته اتمه—رتمه دیار—مذاعع—بلاع—تصرف—خسته اتمه—رتمه ارکان—دولت—اعیان—وصیت—مقاییح—قلاء—خزان—آخر—صیرقل—مکارم—اخلاق—بدیل—اعتراض

3. Render into English the following couplets. What is a متنبی ? and why is it so called ?

فَهَذِيْوُسْفَ كَهْچَنْدِيْنَ بِلَادِيْدُوبَدَهْ * چَوْحَكْمَهَشَ رَوَانَ گَشْتَ وَقَدْرَشَ بِلَندَهْ (a)
 گَنْهَ عَغْرَ كَرَدَ آَلَ يَعْقَوبَ رَا * كَهْ مَهْنَسَ بَودَ صَورَتَ خَوَبَ رَا
 بِكَرَدَهْ أَرَ بَدَ شَانَ مَقِيدَ فَكَرَدَ * بَضَاعَاتَ مَزْجَاتَ شَانَ رَدَ نَكَرَدَ
 فَلَطْفَتَ هَشَيَ چَشَمَ دَأَرِيْمَ نَيْزَ * بَرِينَ بَهْ بَضَاعَتَ بَهْبَخَشَ آَيَ عَزِيزَ
 دَلَيَ كَنَرَ دَلَبَرَيَ نَاشَادَ بَاشَدَ * فَهَرَشَادَيَ وَغَمَ آَزَادَ بَاشَدَ (b)
 غَمَ دَيَّغَرَ فَكَيَّرَدَ دَامَنَ او * فَكَرَدَهْ شَادَيَ پَيَّرَامَنَ او
 أَكَرَ كَرَدَهْ جَهَانَ دَرِيَاهَيَ آَنَدَوَهَهْ * بَرَ آَرَهَهْ موَجَهَاهَيَ غَصَهَ چَونَ كَوَهَهْ
 آَزانَ فَمَ دَامَنَ او قَرَ نَكَرَدَهْ * فَآَنَدَوَهَهْ كَهْ دَارَهَهْ بَرَ نَكَرَدَهْ
 وَكَرَ جَشَنَ طَربَ سَازَهَهْ زَمَانَهَهْ * دَهَهَهْ او عَيَشَهَهْ جَاوَدَهَهْ
 قَرَوْپَيَّجَدَ اَزانَ جَشَنَ طَربَ رَوَى * فَخَواهَهَهْ كَمَ غَمَ خَوَهَهَهْ يَكَسَرَهَهْ

4. (a) Narrate briefly the story of يَوْسَفَ in good Persian Prose, inserting couplets and hemistiches suitable to the occasion from question 3.

(b) By general rule we give کسرة to the final letter of in Persian. What are the special rules regarding the ؟ اضافت کسرة Define اضافت متواالی and give an example.

5. Translate into English the following lines, with notes, very brief but to the point, on کسبتین - طايسک - حمائل - چشم زخم - تعويذ طوفان What is the root of شافعی حلاج - للاه در قائل نقش کعبتین - طايسک - حمائل - چشم زخم - تعويذ طوفان singular or plural ? Is

هَرْفَكَتَهُهْ كَهْ كَفَتَمَ دَرَ وَصَفَ آَنَ شَهَادَلَهْ (a)

هَرْ كَسَ شَنَيَدَهْ وَ كَفَتَا الَّهُهْ دَرَ قَائَلَهْ

حَلَاجَهْ بَرَ سَرَ دَارَ آَيَنَ فَكَتَهُهْ خَوَشَ سَرَايَدَهْ

آَزَ شَافَعِيَ مَيَّوسَيَدَهْ اَمَشَالَ آَيَنَ مَسَائَلَهْ

آَزَ آَبَ دَيَّدَهْ صَدَرَهْ طَوفَانَ ذَوَحَ دَيَّدَهْ

آَزَ لَوَحَ سَيَنَهَهْ هَرَكَزَ فَقَشَتَ فَكَشَتَ زَائَلَهْ

آَيَ دَوَسَتَ دَسَتَ حَافَظَتَهْ جَوَيَهْ چَشَمَ زَخَهْسَتَ

آَيَا بَوَنَ كَهْ بَيَنَمَ دَرَ كَوَدَنَتَ چَهَادَلَهْ

از هر زه بھر دری فھی باید تاخت (۶)
باندیک و بد زمانہ می باید ساخت
از طاسک چون و کھبنتیں تقدیر
ھو نقش که پیدا شود آن باید باخت

6. Analyse according to the Persian System:—

الف را و او میخوانند صائب

زبان پارسی از بس زبون است

7. Distinguish between a نفع and a غل.

PERSIAN.—SECOND PAPER.

H. R. WILLIAMS, ESQ.,	... } Examiners.
HAFIZ NIAZ AHMAD,	... }

1. Translate into English:—

در اخبار آمد که پسر امیر بلخ روزے بتماشا بیرون آمد
بود- گزرش بر دیوار پسته افتاد نگاه کرد پیرے دید زنارے
بر میدان بسته و بیلی در دست گرفته درخت می نشاند- امیر
زاده گفت ای پیر درختی که میوڑ آن نخواهی خورد چرامی
نشانی- پیر گفت دیگران می کاشتند ما میخوریم تا دیگران
بخورند و شاید که ما نیز بخوریم- امیرزاده جوانی فور سیده
ومغربو بود بطلان سوگند خورد که تواز میوڑ این باع نخواهی
خورد- این بهشت و بگذشت- پیر پرسید که این چه کس بود
- گفتند پسر امیر بلخ- بعد از مدتی امیرزاده بتماشا سوار
شد کوکب خود میراند بیانی و رسید بخایت لکشا و روپه دید
بسیار خوش بود- امیرزاده را آن باع بسیار خوش آمد-
عنان باز کشید و از مرکب پیدا شد و در باع در آمد- پیرے
دید زنار بند که دران باع میگشت چون امیرزاده را دید
نشناخت و امیرزاده نیز اورا ندانست پیر طبقے از میوه های
چیده و اطیف پیش آورد امیرزاده آغاز خورد کرد- در
اثنادی میوڑ خوردن قدرے بدلست پیرداد که توهم بخورد و با

ما اتفاق فھاے۔ پیور آن میوہ را بھی یکنے از ملازمان او که
ایستادہ بودند داد و گفت مرا ازین میوہ نشاید خوردن۔
امیرزادہ پرسید که چرا۔ گفت بھیخت آنکہ وقتی که من این
درختان را می نشاندم پسرو امیر بخش بدینجا رسید و مرا در
نشاندن درخت سرزنش کرد کہ عہرے گذرا ازیداً و بلب گور رسیده
چھ املئے (امید) دور و دراز داری که درین سن درخت میدکاری
که بعد از چند سال دیگر میوہ آن خواهد رسید۔ من سخن
اورا جواب گفتم او بطلاق سوگند خورد که تو از میوہ این
باغ فخوری۔ من از حرمت آنکہ شاید زندہ و کد خدا پاشد
میوہ این باغ فھی خورم تا طلاق واقع نشود و من از عہد
دیانت بیرون آمدہ باشم*

2. Translate into Persian :—

Egypt, though bordering on Libya, does not abound in wild beasts : but all that they have are amounted sacred, as well those that are domesticated as those that are not. But if I should give the reasons why they are consecrated, I must descend in my history to religious matters, which I avoid relating as much as I can ; and such as I have touched upon in the course of my narrative, I have mentioned from necessity. They have the following custom relating to animals. Superintendents, consisting both of men and women, are appointed to feed every kind separately ; and the son succeeds the father in this office. All the inhabitants of the cities perform their vows in the following manner : Having made a vow to the god to whom the animal belongs, they shave either the whole heads of their children; or a half, or a third part of the head, and then weigh the hair in a scale against silver, and whatever the weight may be, they give to the superintendent of the animals ; and the superintendent in return cuts up some fish, and gives it as food to the animals. Should any one kill one of these beasts, if wilfully, death is the punishment ; if by accident, he pays such fine as the priests choose to impose.

SANSKRIT.—FIRST PAPER.

PT. MOTI LAL BHATTACHARYA, M.A., Examiner.

1. Translate the following passage into English :—

अतीतलाभस्य लुक्षणार्थं भविष्यताभस्य च सङ्गमार्थम् ।
आपत्प्रपन्नस्य च मोक्षणार्थं यन्मन्त्रयतेऽसौ परसौ हि मन्त्रः ॥

तच्छुत्वा वायस आह भोः यद्येवं तत्क्रियतां मद्बः ।
 एप चित्राङ्गोऽस्य जार्ग गत्वा किञ्चित्पत्वलभासाद्य तस्य
 तीरे निश्चेतनो भत्वा पततु । अहमप्यस्य गिरमि भमान्त्य
मन्दैश्चुप्रहारैः शिर उत्तेषयामि येनासौ दुष्टुव्यक्तोऽमु-
म्भूतं भत्वा भज चञ्चुप्रहरणप्रत्ययेन भन्धरकं भूमी विष्वा
 सुगार्थं परिधाविष्यति । अत्रान्तरे त्वया दर्भमयानि पाजानि
 खण्डनीयानि येनासौ भन्धरको द्रततरं पत्वलं प्रविष्टति ।

(a) Name and expound the Samásas in the underlined words.

(b) Explain and give rules for the Sandhis in :—

तच्छुत्वा, एप चित्राङ्गः, मन्दैश्चुप्रहारैः, यद्येवं and
 वायस आह ।

(c) Give the प्रकृति and प्रत्यय of भत्वा and तमाह्य, and con-
 jugate their roots in the first preterite (जड्) third person in
 all the numbers.

II. Explain in Sanskrit :—

- अधोधः पश्यतः कस्य भहिसा नोपजायते ।
 उपर्युपरि पश्यन्तः सर्व एव दरिद्रति ॥
- परोक्ते कार्यहन्तारं प्रत्यक्ते प्रियवादिनम् ।
 वर्जयेत्तादृशं सित्रं विष्कुम्भं पयोमुखम् ।
- न चायं न परोलोकस्तस्य चैव परन्तप ।
 अमानिता नित्यमेव यस्यैते गुरवख्यः ॥

(a) Decline the cases in भहिसा, कार्यहन्तारं and सित्रं in all
 the singular case-endings.

(b) Name the speaker and the person spoken to, in the
 extract (3). Who are referred to by “मुहूर्यत्त्वयः ?”

(c) Give the form of the root in उपजायते in the second
 preterite (जिद्) second person singular.

III. Paraphrase the following :—

1. अत्पानासपि बस्तूनां संहतिः काय्येऽर्थाधेका ।
तु गौरुणत्वमापन्नैर्बैध्यन्ते भक्तदन्तिनः ॥
2. कार्यः सन्त्विहितापायः सम्पदः पदभापदाम् ।
समागमाः सापगमाः सर्वेषामेव देहिनाम् ॥
3. न स्वल्पस्य कृते भूरि नाशयेन्मतिभान्नरः ।
एतदेव हि पाणिडित्यं यत्स्वल्पाद् भूरिरक्षणम् ॥

- (a) Change the voice of the second half of extract (1).
 (b) Give the third preterite (न्तुङ्) form of the root in
 अवेहि in the third person singular.
 (c) Parse कृते in extract (3.)

IV. Transtale in English or Hindi :—

अत्यच्छेनाविरुद्धेन सुवृत्तेनातिचारुणा ।
अन्तर्भिन्नेन सम्प्राप्तं सौक्ष्मिकेनापि बन्धनम् ॥

Which words in the above extract have two meanings ?
 Give their different meanings in Sanskrit.

V. Reproduce the story of सोमशम्भूपिता in English.

VI. Give exact synonyms of :—कापुरुषाः, अगदः, अशब्देयं,
 भूतिं, नवीशः, कृत्रिमं, मनस्त्रिनः, व्यसनस्य and असत्यसन्धम् ।

VII. Correct the following and give reasons for your corrections :—

हीनसेवान् कर्त्तव्यं कर्त्तव्यं सहदाश्रयम् ।
पयोऽपि शौणिडिनीहस्ते वारुणीसिति कष्यते ॥

Give the purport of the above extract after correction in English.

VIII. (a) Decline एतद् fully in all the genders.

(b) What Vibhaktis would you give to words in connection with धिक्, नमः, सह, विना and अलम् ? Illustrate their use by forming separate sentences.

SANSKRIT.—SECOND PAPER.

Pt. A. R. BHATTACHARYA, M. A., Examiner.

I. Translate into Sanskrit :—

(a) Devadatta read the book in seven days.

(b) Knowledge is better than wealth and virtue is better than knowledge.

(c) I do not like your giving *Dakshina* to men who are not learned.

(d) Better to roam with wild beasts than live in the company of fools.

(e) In a certain village there lived a Brâhmaṇa called Yajnadatta. His wife distressed by poverty said to him every day : "Dost thou see that thy children are dying of hunger ? Leave this place and seek elsewhere food for the little ones.

II. Translate into English :—

(a) उत्तमो नातिवक्तास्यादधनो वहुभायङ्गः ।

न हि स्वर्णे ध्वनिस्तादृग् यादृक् कांस्ये ग्रजापते ॥

(b) यत्र नार्यस्तु पूज्यन्ते रमन्ते तत्र देवताः ।

यत्रैतास्तु न पूज्यन्ते सर्वाद्यतन्त्राफलाः क्रियाः ॥

(c) सन्तुष्टो भार्यया भर्ता भर्त्रा भार्यां तर्थेव च ।

यस्मिन्नेव कुले नित्यं कल्याणं तत्र वै ध्रुवम् ॥

(d) मृगा मृगैः सङ्गन्तुद्वजन्ति

गावश्च गोभिस्तुरगास्तुरङ्गैः ।

सूखाश्च सूखैः सुधियः सुधीभिः

सनानशीलव्यसनेषु सश्यम् ॥

(e) पुरा किल गाधिनांन कविद्राजा वभूव । तस्य
पुत्रो विश्वामित्रो नामासीत् । पितुः पश्चाद्विश्वामित्रो
राज्येऽभ्यषिष्यत । अथैकदा विश्वामित्रः सेनामादाय मृग-
यायै वनं गतः । तत्र स विशिष्टस्याश्रमं विलोक्याचिन्तयत ।

प्रहो रसणीयोऽयमान्नः । तदन्न कञ्जित् कालं विश्वस्य
वशिष्ठसृष्टिं दृष्ट्वा संभाष्य च इतोऽन्यन् गच्छासीति । यदा
वशिष्ठो राजानमस्यागत्सपृश्यत्तदा तं स बहुमानसाह ।
महात्मन् खागतं ते । अन्नासन उपविश्यतास्ति । ततः
शिष्यैरानीतानि फलानि सूलानि च वशिष्ठो विश्वासित्रा-
योपाहरत् । प्रजायाश्च कुशलमपृच्छत् । वशिष्ठात्तां पूजां
प्रतिगृह्य विश्वासित्रोऽपि तं शिष्यात्तां धेनूनां च कुशलं
पर्यपृच्छत् । सर्वत्र न कुशलं विद्यत इति वशिष्ठस्तं प्रत्य-
वदत् ॥

HISTORY.

W. C. HORST, Esq., ... }
H. SHARP, Esq., B. A., ... } *Examiners.*

1. What families of kings have reigned in England since the battle of Hastings? What circumstances led to each change of dynasty?
 2. Write a short account of the reign either of Edward III. or James I.
 3. What causes led to the War of the Spanish Succession? What battles were fought in it? Give the name and terms of the treaty by which it was brought to a close.
 4. Describe the Parliament of Edward I. and state what is meant by the "Confirmation of Charters."
 5. Give an account of Asoka and his reign.
 6. Name in chronological order the first eight Moghul Emperors, giving the contemporary British Sovereign. Mention the chief events in the reign of Akbar.
 7. Describe the political state of India at the time of Lord Wellesley's appointment as Governor-General; and write a short account of his administration.
 8. How and when did the British acquire Bombay, Mauritius, Sindh, Jamaica?
 9. Write a short note on each of the following:—Sakuntala, "Lion of the Punjab," Dupleix, Blake, Petition of Rights, Anti-Corn-Law League, Domesday Book.
 10. With what historical events are the following names connected?—Thaneswar, Buxar, Chillianwala, Plassey, Runnymede, Lewes, Trafalgar, Balaklava.

GEOGRAPHY.

REVD. G.M. BULLOCH,
W. HARDIE, Esq., } *Examiners.*

1. Define the following terms : Steppes, Oasis, Gorge, Climate, Dew, Meridian, Gravitation.

2. What and where are the following : Amoor, Brindisi, Corsica, Kaffraria, Ladoga, Oder, Shannon, Tasmania.

3. In what parts of the earth are the following products found: Gold, Tin, Coal, Salt, Sugar-cane, Indigo, Rice, Cotton.

4. Draw a Map of Indian Ocean north of the Equator and between Africa and India ; show the gulfs and bays connected with it, the islands, the capes, the mouths of rivers, and the principal towns on the coasts.

5. Mention in order the principal towns and mouths of rivers you would pass in following the coasts from Rangoon to Bombay.

6. Describe the different races of people inhabiting Asia.

7. Explain how Evaporation and Condensation are caused. Mention some of the principal results of these processes.

8. How do you prove the existence of the interior heat of the earth ? What is the cause of the movements of the earth's crust ?

9. How is it that if two persons set out from the same place and travel in exactly opposite directions when they meet on the other side of the globe they will differ by a day in their reckoning of time ?


—
GEOMETRICAL DRAWING.

G. T. SPARKE, Esq., *Examiner.*

1. Divide a line 6·3 inches long so that the parts may be to each other in the proportion of $3, 2\frac{1}{2}, 1\frac{1}{2}, 2\frac{1}{2}$.

2. Two straight lines intersect at an angle of 45° , draw a circle of $1\frac{1}{2}$ inch radius, touching both lines.

3. Construct a right angled triangle with hypotenuse of $2\frac{1}{2}$ inches and an acute angle of 30° .

4. Describe a segment of a circle having a base of 2·75 inches and containing an angle of 165° .

5. From a point P outside a circle of 2 inches radius, draw two lines containing an angle of 30° and tangent to the circle.

6. A scale to measure single feet is required for a map on which a distance of 300 yards is represented by 6 inches.

ELEMENTARY PHYSICS AND CHEMISTRY.

BABU G. N. CHAKRAVARTI, M.A., LL.B., *Examiner.*

1. Describe Bramah's Press. Upon what property of liquids does its action depend? In a Bramah's Press the area of the large piston is 300 times the area of the small piston; if a force equivalent to the weight of 20 lbs. is exerted on the small piston, find in tons the pressure produced by the large piston.

2. Describe the construction and use of a barometer. What is meant by "Torucellian vacuum." In the construction of a barometer, why is mercury preferred to water.

3. Distinguish between "evaporation" and "ebullition." Describe an experiment to show that water can be boiled without the addition of heat, and explain clearly the principle on which it is possible to do so. Why does water boil at a lower temperature on the top of mountains than on the plains?

4. Mention as fully as you can what happens when a ray of white light passes thought a prism of glass. What is meant by the "solar spectrum?"

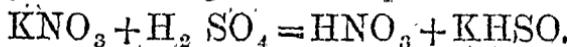
5. What is the difference between "electrical conduction" and "electrical induction"; Describe some experiments to illustrate the latter. Give a description of the gold leaf electroscope, and explain the principle on which it works.

6. Devise experiments (1) to show that carbonic acid gas is largely present in the air we breathe out, and (2) to illustrate the fact that plants inhale carbonic acid gas and exhale oxygen.

7. What is meant by "impurity of water?" Distinguish between "impurities in solution" and "impurities in suspension." A tumbler contains clear transparent *sherbet* (sugar dissolved in water). Is there any "impurity" in the water of the tumbler?

8. Mention clearly and accurately the three parts of a flame and prove by an experiment that the black or the inner "cone" is the zone of no combustion.

9. How would you get nitrogen gas from the air? Name as many substances containing nitrogen as you are familiar with. Interpret fully the following chemical equation:—



10. Describe the properties of copper and mention some of its important alloys. Explain what is meant by 'native copper' and 'copper ores.' How would you test a solution of copper sulphate?

BOOK-KEEPING.

B. D. GORDON, Esq., ... *Examiner.*

I. (a) Define Account. Distinguish between a Real and a Subsidiary Account. What three operations are necessary to obtain the Balance of an Account? What is meant by closing an Account? What questions does the Cash Book answer?

(b) Work out and Balance the following Cash Account :—
Balance for March, Rs. 794-4-0—April 2. Pay Black & Co., Rs. 70-6-9—April 3. Received from Day & Co., Rs. 120-7-8—April 5. Pay for Coal, Rs. 750-6-4—April 5. Carriage for ditto, Rs. 140-0—April 10. Paid for wood, Rs. 790-4-9—April 15, Sell Coal for Cash, Rs. 940—April 20. Sell Wood for cash, Rs. 750-4-3. Household Expenses, Rs. 450.

II. Jany. 1. Balance at Bank, Rs. 5,920-8-6 ; other Ledger Balances—Bills Payable, Rs. 5,322-8-0 ; Bills Receivable Rs. 1,210-4-6 ; Cash, Rs. 330 ; Goods, Rs. 1,280.

		Rs. n. p.
Jany. 2	Sold B. Archer, goods	... 610 8 0
" 5	Drew cheque for pretty Cash	... 109 0 0
" "	Bought of C. Browne, goods	... 1,449 4 0
" 8	Sold D. Carpenter, goods	... 450 4 0
" "	Paid into Bank	... 330 0 0
"	Received of B. Archer his acceptance at one month to balance account	... 630 0 0
" 10	Sold E. Durrant, goods	... 410 8 0
" "	Bought of F. Evans, goods	... 2,160 4 0
" 12	Accepted draft of C. Browne at 3 months	... 1,350 0 0
" "	Paid into my account at Bank by Forbes	... 480 0 0
" 10	Paid F. Evans on account by cheque	1,500 0 0

	Rs.	a.	p.
Jany. 10 Obtained new cheque book for Bank, stamps, Rs. 4-4-0			
„ 15 Gibson and Co.'s draft due this day paid at Bank	3,220	0	0
„ 20 Received of E. Durrant his accept- ance at one month	340	8	0
	Rs.	a.	p.
Goods returned by E. Durrant	70	0	0
Jany. 20. Paid into Bank for discount—			
B. Archer's acceptance	600	0	0
E. Durrant's „	340	8	0
	<hr/>		
	940	8	0
Discount	... 2	4	0
	<hr/>		
„ 31 Accepted draft of C. Browne @ 1 month	... ...	938	4 0
„ „ Paid petty expenses in month	... ...	76	4 0
1. Enter in the Cash Book all the Cash and Bank trans- actions.			
2. Carry all the Transactions through the Journal.			
3. Post from the Journal into the Ledger inserting the folio reference in the proper columns of both Journal and Ledger.			
4. Balance and close the Ledger, preparing a Trial Balance, and opening a Balance account. The goods on hand may be valued at Rs. 3,800. Set aside 10 per cent. of the net profits to cover possible future bad debts, showing the pro- ceedings on the face of the Ledger.			
5. What have I gained or lost during the period ?			
6. Am I solvent or insolvent at the time of balancing ? By how much ?			

POLITICAL ECONOMY.

J. G. JENNINGS, Esq., M. A. ... *Examiner.*

1. Define Wealth and Money, carefully distinguishing between them, with examples. Describe the Mercantile system and explain errors.

2. Show that labour is indispensable to the production of wealth, and define the exact service rendered by labour to production, illustrating both parts of your answer by means of examples. Distinguish between productive and unproductive labour, giving examples.

3. Define capital; and enumerate its chief forms carefully distinguishing between them, with examples. Discuss whether capital in order to fulfil its functions must be consumed.

4. What is meant by "effectual demand?" Explain the statement that "the price of commodities must be such as to equalise the demand with the supply." Show what causes regulate the price of agricultural produce.

5. Explain Ricardo's theory of Rent. Discuss whether rent is a part of the price of agricultural produce.

6. Of what elements are the Profits of Capital composed? Discuss whether the Rate of Interest is the same in all trades in the same country and at the same time.

7. Explain the manner in which the supply of an exported commodity is equalised with the demand.

8. Explain the nature of Bills of Exchange, and the process of Bill Discounting.

ENTRANCE AND SCHOOL FINAL-EXAMINATIONS, 1897.

ENGLISH.—FIRST PAPER.

C. H. LINTON, Esq., M. A.	... } <i>Examiner.</i>
F. SUMMERSEN, Esq., M. A.	... }
J. C. KEMPSTER, Esq.,	... }

1. Give the meaning of the words and phrases in the following passages printed in large types:—

(a) Arabia, in the opinion of naturalists, is the genuine original country of the horse ; the climate most propitious not indeed the size, but to the spirit and swiftness, of that generous animal. The horses of the Bedowees are educated in the tents, among the children, with a tender familiarity, which trains them in the habits of gentleness and attachment. They are accustomed only to walk and to gallop ; their sensations are not blunted by the incessant abuse of the spur and the whip ; their powers are reserved for the moments of light and pursuit : but no sooner do they feel the touch of the hand or stirrup, than they dart away with the swiftness of the wind ; and if their friend be dismounted in the rapid career, they instantly stop till he has recovered his seat.

(b) To one given to day-dreaming, and fond of losing himself in reveries, a sea voyage is full of subjects for meditation ; but then they are the wonders of the deep and of the air, and rather tend to abstract the mind from worldy themes. I delighted to roll over the quarter-railing or climb to the maintop, of a calm day, and muse for hours together on the tranquil bosom of summer's sea ; to gaze upon the piles of golden clouds just peering above the horizon, fancy them some fairy realms and people them with a creation of my own ; to watch the gentle undulating billows, rolling their silver volumes, as if to die away on those happy shores.

What are 'the wonders of the deep and of the air,' and how would they tend to abstract the mind from wordly themes ? What does the disjunctive conjunction *but* imply in 'but then they are the wonders of the deep and of the air ?'

(c) Of Nelson and the North

Sing the glorious day's renown

When to battle fierce came forth

All the might of Denmark's crown,

And her arms along the deep proudly shone ;

By each gun the lighted brand

In a bold determined hand,

And the Prince of all the land

Let them on.

Like Leviathans afloat

Lay their bulwarks on the brine ;

(vii) There is not in my opinion, anything more mysterious in Nature than this instinct in animals, which thus above reason, and falls infinitely short of it.

Q. Write brief answers to the following questions :—

(i) What does Addison mean by the expression 'fill up the empty spaces of life ?' Mention one or two methods suggested by him for achieving this end.

(ii) Who was Cardinal Ximenes ?

(iii) Into what trouble had Antonio fallen ; and how Portia rescue him ? Reproduce as far as you can, all that Portia says about the quality of Mercy.

4. Name the authors of the following extracts and give their meaning :—

(i) Full many a gem of purest ray serene,
The dark unfathomed caves of ocean bear ;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air !

(ii) A man he was to all the country dear,
A passing rich with forty pounds a year.

(iii) Lives of great men all remind us
We can make our lives sublime.

5. Give the meaning of the following words and phrases; select any three words and any three phrases from among them, and show, by short sentences, how you would use them—

(1) To take its colour from, (2) turning to our advantage, (3) obsequiousness, (4) catch him on the hip, (5) outright, (6) without scruple, (7) put new heart into, (8) worth while, (9) incentives, (10) without parallel, (11) unpropitious, (12) fractious, (13) indispensable, (14) etiquette, (15) begins his round, (16) under cover of hospitality.

6. Passages from books not prescribed :—

Re-write the following passages in your own words : bring out their meaning fully—

(a) It has often been a question in the schools, whether it be preferable to be a king by day, and a beggar in our dreams by night, or, inverting the question, a beggar by day

and a monarch while sleeping ? It has been usually decided, that the sleeping monarch was the happiest man, since he is supposed to enjoy all his happiness without contamination ; while the monarch in reality feels the various inconveniences that attend his station.

(b) One day, Harun Al Rashid read

A book, wherein the poet said :—

“ Where are the kings, and where the rest
Of those who once the world possessed ?
They’re gone with all their pomp and show,
They’re gone the way that thou shalt go.
Oh thou, who choosest for thy share
The world, and what the world calls fair,
Take all that it can give or lend,
But know that death is at the end ! ”
Harun Al Rashid bowed his head :
Tears fell upon the page he read.

(c) The king is come to marshal us, in all his armour drest

And he has bound a snow white plume upon his gallant crest.

He looked upon his people, and a tear was in his eye ;

He looked upon the traitors, and his glance was stern and high.

Right graciously he smiled on us, as rolled from wing to wing,

Down all our line, a defening shout, “ God save our Lord the king ! ”

And if my standard-bearer fall, as fall full well he may

For never saw I promise, yet, of such a deadly fray

Press where ye see my white plume shine amidst the ranks of war.

And be your Oriflamme^{*} to-day the helmet of Navarre. †

* The flag of that country (France).

† The name of the king.

ENGLISH.—SECOND PAPER.

T. C. JONES, ESQ., M. A., ...
 W. K. BONNAUD, ESQ., ...
 MISS BAILEY, ... } Examiners.

1. The stars burnt out in the pale blue air,
 And the thin white moon lay withering there,
 To tower, and cavern, and rift and tree,
 The owl and the bat fled drowsily.
 Day had kindled the dewy woods
 And the rocks above and the streams below.
 And the vapours in their multitudes,
 And the Apennines' shroud of summer snow,
 And clothed with light of aery gold
 The mists in their eastern caves uprolled,

- (a) Arrange in three columns the nouns, verbs and adjectives in the above passage.
- (b) Conjugate (*i. e.*, give the chief parts of) all the verbs.

2. Give the plural forms of, the following nouns :—
 Knife, roof, goose, potato, tooth, son-in-law, sheep, summons.

- 3. (a) Distinguish between *transitive* and *intransitive* verbs, and give examples of each.
- (b) Reconstruct the following sentences so that the verbs are in the passive voice :—
 - (i) The king struck his servant.
 - (ii) They told the messengers many lies.

- (c) What is the *strong* and what is the *weak* conjugation?
 Give examples of each.
- Conjugate the following verbs :—
 Teach, do, seethe, spin, rive, saw.

4. Define relative pronouns, demonstrative pronoun and personal pronouns, and give examples to show the use of each.

What are the two forms of the possessive of personal pronouns, and how are they respectively used ?

How can you explain such a double possessive as.

This book *of mine*.

5. What is the difference between a phrase and a sentence ? Turn the phrases in italics in the following passages into sentences.

- (a) All defence was useless, *the judges having already decided the matter among themselves*.
- (b) The children, *in great distress*, ran home.
- (c) I am glad *to see you well*.
- (d) *During their stay at College*, they made good use of their time.

6. Discuss the grammar of the following idiomatic sentences :—

- (i) They shouted *to each other*.
- (ii) He *himself* did it.
- (iii) Their sorrows shall be multiplied *that run after another God*.
- (iv) He read *a few books*.

7. Distinguish between a compound and a complex sentence. Write out the subordinate clauses contained in the following complex sentences, and state what kind of clause each one is :—

- (a) That he is ill is evident.
- (b) All that glitters is not gold.
- (c) Bring him here that I may see him.
- (d) Tell me where I may find him.
- (e) I remember the place where I was born.

8. Analyse the following sentences in tabular form :—

- (i) The king who had been watching the battle, became alarmed when his army began to retire.
- (ii) History begins when the father explains to his son, how the small world, in which he has to live, came to be what it is.

9. Parse fully every word in the following sentence :—
He ran home as quickly as he could.

10. (i) What are the rules for turning a simple sentence into an interrogative one in English?

(ii) Give the rules for the sequence of tenses.

11. Turn the following passage into Indirect Speech :—

(a) "Where are you going?" said the merchant.

"I was just coming to see you."

"To earn my bread by the labour of my hands," replied the youth.

"Do you really want work?" said the merchant,

"Yes, If you have any."

"Then follow me and carry a box from a shop to my house."

"I don't see how I can do that," said the youth.

(b) Write down in Direct Speech the words used by the young man in the following passage :—

The young man said that I had guessed wrongly, that he had nothing of the kind in his thoughts. He hoped I would not be unmindful of him, when I came to England ; that he would give me some letters to his friends in London, to let them know how good I had been to him, and in what part of the world, and under what circumstances I had left him.

ENGLISH.—THIRD PAPER.

DR. G. THIBAUT SET THE PAPER.

C. DODD, ESQ.,	Examiners.
REV. E. S. OAKELY	

Translate from Urdu into English :—

(a) ملک چین میں ایک بیوپاری سپھائی امیں بہت مشہور تھا۔ ایک دن کسی اور دیس کا بیوپاری اوسکے گھر آیا اور دو ہزار کی چاندی کی ایشانیں اوسکے پاس دھر کر اپنے گاؤں کو لوٹ گیا۔ چینی بیوپاری نے قیں بوس تک اوسکی راہ دیکھی۔ مگر جب وہ آیا قب اوسے بڑی سونجھ ہوئی

اور اوسکا پتہ لگا ذیکر کئے لئے اوسنے اپنا نوکر اوسکے گاؤں کو بھیجا۔ نوکر خبیر لایا کہ وہ تو مزگیا پرو اوسکے گھر میں اوسکے جورو اور پندرہ یا سولہ بوس کا ایک لٹر کا ہے۔ یہ سنتے ہی اوس بیوپاری نے اوسکے لٹر کے کو ایک چھتھی لکھکر اپنے گھر بلا یا اور اوسے چاندی کی ایتنی دکھا کر کہا کہ یہ دہن تیرا ہے تو لیجتا۔ وہ لٹر کا اس بات کو سنکر اچنبدھے میں آیا اور اوس بیوپاری کے مذہ کو دیکھنے لگا تب اوس بیوپاری نے لٹر کے کو سب حال سننا کرو۔ دہن اوس لٹر کے کو سونپ دیا۔ *

(6) ہند کے مہالک شہماں کے راجون میں نیپال سب طرحسے خود مختار اور بڑا قدیم راج ہے۔ یہاں ابتدک بہت سے پرانے رواج ویسے ہی جاری ہیں جیسے قدیم آریوں کے وقت میں تھے۔ اوسکے بعضے حصے ایسے زرخیز ہیں کہ وہاں سال میں تین فصلیں کاتی جاتی ہیں۔ یہاں کئی قوم کے لوگ وہتے ہیں۔ یہاں کے قدیم باشندے تاذاری اور چیتی لوگ تھے۔ حکومت یہاں کی گورنمنٹ کے ہاتھ میں ہے۔ جو صورت میں چینیوں سی کچھ ملتے ہیں قد کے ناقے بد صورت اور لٹرنے میں بڑے سپاہی ہیں۔ یہاں کا خاندان شاہی اور بیپور کے رانے کے نسلوں سے ہے اور اور بیپور سے یہاں آکر بسے ہیں۔ محہمد غوری نے جس وقت ہندوستان پر حملہ کیا اوس وقت اور بیپور کے خاندان شاہی کے کوئی شاہزادگان راجپتو قانہ سے کھاون کو جابسے اور کھاون سے پورب کے جانب آتے گئے اور وہاں کے لوگوں سے شادی بیباہ کرتے ہوئے ایک جدی قوم ہو گئے اور فیپالی کھلانے لگے۔ کچھ دن ہوئے سو جنگ بہادر نیپال راج کے وزیر اعظم بڑے مشہور سیاست دان ہو گئے ہیں۔ یہ ولایت بھی گئے تھے اور سرکار انگریز کے بڑے دوست تھے۔ انہوں نے فیپال کی بہت کچھ ترقی کی۔ سن ستاون کے بلوے میں سرکار کی بہت مدد کی تھی۔ *

Translate from Hindi into English:—

(a) चीन देश में एक व्यापारी सचौटी के लिये बहुत प्रसिद्ध था। एक दिन किसी और देश का व्यापारी उसके घर आया और दो हजार रुपये की चांदी की ईंटे उसके पास घर कर अपने गांव की लौट गया। चीनी व्यापारी ने तीन बरस तक उसकी राह देखी। परन्तु जब वह न आया तब उसे बड़ी चिन्ता हुई और उसका पता लगाने के हेतु उसने अपना नौकर उसके गांव को भेजा। नौकर सभा-चार लाया कि वह तो नर गया पर उसके घर में उसकी लौटी और पन्द्रह सोलह बरस का एक लड़का है। यह सुनते ही उस व्यापारी ने उसके लड़के को एक चिट्ठी लिख कर अपने घर बुलाया और उसे चांदी की ईंटे दिखा कर कहा यह धन तेरा है। तू लेजा। वह लड़का इस बात को सुन कर अचरम्भे र्थे आया और उस व्यापारी के मुंह की ओर देखने लगा। तब व्यापारी ने उस लड़के को सब बातों सुना कर सब धन उस लड़के को सौंप दिया ॥

(b) उत्तराखण्ड के राज्यों में नयपाल सब भांत स्वाधीन और बहुत पुराना राज्य है। यहां अब तक बहुत सी पुरानी रीतें वैसेही प्रचलित हैं जैसे पुराने आर्यों के समय में थीं। कोई २ प्रदेश इसके ऐसे उर्बरा है कि वहां साल में तीन फ़सल काटी जाती हैं। कई तरह के जाति के लोग यहां रहते हैं। प्राचीन निवासी यहां तातारी और चीनी लोग थे। राज्य प्रबन्ध यहां का गोरखों के हाथ में है। जो सूरत में चीनियों से शोड़ा बहुत मिलते हैं। कढ़ के नाटे, बद्ध-सूरत, पर लड़ने में बड़े सिपाही। नयपाल के राजबंश उदयपुर के राणा के बंश हैं। और उदयपुर से यहां आकर

बसे हैं। महम्मद गोरी ने जिस समय हिन्दुस्तान का आक्रमण किया उस समय उदयपुर के राजवंश के कोई २ राजकुमार राजपूतोंने से पहले कुमाऊं जा बसे और कुमाऊं से पूरब के ओर आते गये। और वहां के लोगों से व्याह शादी करते हुये एथक जाति नयपाली इस नाम से कहलाने लगे। कुछ दिन हुये सर ज़ब बहादुर नयपाल राज्य के प्रधान मंत्री बड़े नीतिज्ञ हो गये हैं। ये विज्ञायत भी गये थे और सर्कार अङ्ग्रेज के बड़े मित्र थे। नयपाल की बहुत कुछ उच्चति इन्होंने कियी। सन् ५९ के बलवे में सर्कार की बड़ी सहायता कियी थी ॥

MATHEMATICS.

(*Arithmetical and Algebraic.*)

BABU SARAT CHANDRA MUKERJEE, M. A. } Examiners.
J. W. BACON, Esq., M. A. }

1. What is the largest number which divides both 2397 and 2491 without remainder? What is the smallest number which is divisible by both of these numbers.

2. State and prove the rule for pointing in multiplication of decimals. Why is removal of the decimal point one place to the right equivalent to multiplication by 10? Illustrate your answer by comparing the numbers 23.015 and 230.15.

Find the square root of .08027.

3. A person lent another a sum of money for 72 days at 3 per cent. per annum. At the end of that time he received £ 293-12s-0½d. What was the sum lent?

4. The compound interest on a sum of money for 3 years at 5 per cent. is £ 331-0s-3d.; what is the simple interest?

5. If a rupee is worth one shilling and three pence half-penny, and a shilling is worth 1.25 francs, what is the value in francs of 1,365 rupees?

6. Show that—

$(ay - bx)^2 + (bz - cy)^2 + (cx - az)^2 + (ax + by + cz)^2$
is divisible by $a^2 + b^2 + c^2$ and $x^2 + y^2 + z^2$.

7. Find the highest common factor of

$$4x^4 - 9x^2 + 6x - 1 \text{ and } 6x^3 - 7x^2 + 1.$$

8. Simplify the expression :—

$$(i) \frac{1}{a^2 - 3b^2 + 2ab} + \frac{1}{b^2 - 3a^2 + 2ab} - \frac{2}{3a^2 + 10ab + 3b^2}$$

$$(ii) \frac{a^4 + x^4 + ax(a^2 + x^2) + a^2x^2}{a^5 - x^5} \div \frac{a^2 + x^2 + ax}{a^3 - x^3}.$$

9. A merchant buys goods at 24 guineas the cwt. and by retailing them at 5s. 3d. the lb. makes 10 per cent. more profit than if he had sold the whole for £240. What weight did he buy?

10. If $a : b :: b : c :: c : d$; prove that $a^2 : d^2 :: a^3 : c^3$.

GEOMETRY AND MENSURATION.

Pt. SUDHAKAR DUBE,
C. H. DIXON, ESQ., M. A., ... } Examiners.

1. Define a rhombus, a gnomon, the angle of a segment, an arc, a rectilineal figure, and a locus.

2. (A) If from the ends of the side of a triangle there be drawn two straight lines to a point within the triangle, these shall be less than the other two sides of the triangle, but shall contain a greater angle.

(B) A B C is a triangle and P is any point within it; shew that the sum of P A, P B, and P C, is less than the sum of the sides of the triangle.

3. (A) If a straight line be divided into any two parts, the rectangle contained by the whole and one of the parts, is equal to the rectangle contained by the two parts, together with the square on the aforesaid part.

(B) Divide a given straight line into parts such that the sum of their squares shall be equal to a given square.

4. (A) If a straight line touch a circle, the straight line drawn from the centre to the point of contact shall be perpendicular to the line touching the circle.

(B) Describe a circle which shall pass through a given point and touch a given straight line at a given point.

5. Describe a triangle equangular to a given triangle about a given circle.

6. Find the locus of the middle point of all the equal chords of a circle.

7. In a right angled triangle, the difference of the sides is 21 feet, and the hypotenuse is 39 feet : find both these sides.

8. The sides of a quadrilateral inscribed in a circle, taken in order, are 25, 39, 60 and 52 feet ; find the area of the quadrilateral.

9. Assuming the circumference of a circle to be 31 times the diameter, find the circumference of the circle whose area is 1,386 sq., ft.

ARABIC.—FIRST PAPER.

SHAMS-UL-ULMA MAULVI SYED AMJAD ALI, M.A. ... Examiner.

1. Translate into English :—

فِلْهَا سَبْعَ الْخَلِيلَيْفَةَ مِنْ فَعْمَ هَذِهِ أَلَا بِيَاتٍ قَالَ وَاللهِ طَيِّبٌ
وَاللهِ مُلِيمٌ نَّاهِيَ دَرِكٍ يَا ذِيَمٌ مَا أَفْصَحَ لِسَانِكَ وَمَا أَوْضَحَ
لِسَانِكَ—وَلَمْ يَزَالُوا فِي فَرَحٍ وَسُوْرَةِ الْمَلِيلِ—ثُمَّ
قَاتَتْ أَخْتُ الْخَلِيلَيْفَةَ—أَسْبَحَ يَا أَمِيرَ الْمُؤْمِنِينَ—أَنِي رَأَيْتُ
حَكَايَةَ فِي الْكِتَابِ عَنْ بَعْضِ أَرْبَابِ الْهَرَاقِ—قَالَ الْخَلِيلَيْفَةَ
وَمَا تَلَكَ الْحَكَايَةَ—فَقَاتَتْ لَهُ أَخْتَهُ—أَسْبَحَ يَا أَمِيرَ الْمُؤْمِنِينَ—
أَنَّهُ كَانَ بِهِدِيَّةِ الْكُوفَةِ صَبِيًّا يُقَالُ لَهُ فَعَمَةُ بْنُ الْرَّبِيعِ وَكَانَ
كَهْ جَارِيَةً يَعْبِدُهَا وَتَحْبِبُهَا وَكَانَتْ فَدَ قَرِيبَتْ مَعَهُ فِي فَرْشٍ وَاحِدٍ—
فِلْهَا بَلْغًا وَتَهْكَنَ حَبَّبِهَا مِنْ بَعْضِهَا وَمَا هَمَا الْدَّهَرُ يَذَكِّرُهُ وَ
جَارٌ عَلَيْهَا الْزَّمَانُ بِآفَاتِهِ وَحُكْمٌ عَلَيْهَا بِالْفَرَاقِ وَتَحْبِيلَتْ عَلَيْهَا
الْوَشَاءَ—حَتَّى خَرَجَتْ مِنْ دَارَةِ وَأَخْدُوهَا سُرْقَةً مِنْ مَكَانِهِ—ثُمَّ
أَنْ سَازَفَهَا بَاعِهَا لِبَعْضِ الْمُهَلْكِوْكَ بِعَشْرَةِ آلَافِ دِينَارٍ—وَكَانَ
عِنْدَ الْجَارِيَةِ لَهُوَ لَاهَا مِنَ الْمَحِبَّةِ مِثْلِ مَا عِنْدَهَا كَاهَا—فَفَارَقَ
مُولَاهَا أَهْلَهُ وَنَعْمَتَهُ وَدَارَهُ وَسَافَرَ فِي طَلَبِهَا وَتَسْبِيبِ فِي اجْتِمَاعِهِ
بِهَا وَخَاطَرَ بِنَفْسِهِ وَبَذَلَ مِنْ جَهَتِهِ—حَتَّى قَوْسَلَ الَّذِي اجْتِمَاعُهُ
بِجَارِيَّتِهِ وَكَانَتْ يُقَالُ لَهَا نَعْمٌ—فِلْهَا اجْتِمَاعٌ بِهَا لَمْ يَسْتَقِرْ بِرِبِّهَا
الْجَلْوَسَ حَتَّى دَخَلَ عَلَيْهَا الْمَلِكُ الَّذِي كَانَ اشْتَرَاهَا مِنَ الْذَّيْنِ
سُرْقَهَا فَجَعَلَ عَلَيْهَا الْمَلِكَ وَأَمْرَ بِقَتْلِهَا وَلَمْ يَنْصُفْ مِنْ نَفْسِهِ
وَلَمْ يَمْهِلْ عَلَيْهَا فِي حَكْمِهِ—فَمَا تَقُولُ يَا أَمِيرَ الْمُؤْمِنِينَ فِي
قُلْةِ اِنْصَافِ هَذَا الْمَلِكِ؟

2. In the above passage explain the expressions :—

وَاللَّهِ مَلِيكُ الْأَرْضِ - مَا أَفْصَحَ لِسَانِكَ -

and give their equivalent other Arabic expressions.

3. Translate the following and refer them to their authors :—

كُلُّ خَلِيلٍ كُنْتَ خَالِمَتَهُ * لَا تُرُكَ اللَّهُ لَهُ وَضَعَهُ
 فَكَلِمُهُمْ أَرْوَغَ مِنْ قُهْلَمْ * مَا شَبَهَ الْكَلِيلَةَ بِالْكَبَارِهِ
 أَحْسَنَ الَّذِي الْأَنْسَانُ قَسَّتْ عِبْدَ قَلْبِهِمْ * وَ طَالَهَا أَسْتَعْبِدُ الْأَنْسَانَ أَحْسَانَ
 يَا خَادِمُ الْجَسْمِ كُمْ قَسَّهُ يَأْخُذُهُ سَهْلَتْهُ * اقْطَلَمْ الرَّوْبَحَ فِيهَا فِيهِ خَسْرَانَ
 اقْبَلَ عَلَى النَّفَسِ وَاسْتَكْمَلَ فَضَاءَ لَهُمَا * فَانْتَ بِالنَّفَسِ لَا بِالْجَسْمِ أَنْسَانَ
 عَلَيَّ قَدْرُ أَهْلِ الْعَزْمِ ثَاقِي الْعَزَائِمْ * وَ ثَاقِي عَلَيَّ قَدْرُ الْكَرِيمِ الْمُكَارِمْ
 وَ يَعْظُمُ فِي عَيْنِ الصَّغارِ صَغَارُهَا * وَ يَصْفُرُ فِي عَيْنِ الْعَظَائِمِ الْعَظَائِمْ

4. Translate into English explaining allusions :—

1. أَنْهَضَ الَّذِي الْمُجَاهِيُّ وَ أَجْسَرَ وَ لَا تَبَأْكِي

2. وَ خَدَنَ الْأَزْمَانَ * حَظَّا فَانَتْ فَانَ

3. مِنْ غَشْقِ الْمُجَاهِيَا * كُمْ يَخْفَ الْلَّيْلَيَا

4. الْهَمُ الْجَلِيلِهِ * وَ الْهَمُ الْأَبِيهِ

5. تَقْرِبُ الْمَهْنِيَّةَ * مَذَكُورُ وَ الْأَمْنِيَّهِ

6. وَ زَبَهَا نَالَ الْفَتَيِّي * أَضْعَافَ مَا كَانَ رَجَا

7. لَكَ وَ لَا خَطَّارَ عَنْتَرُ * بِنَفْسِهِ كُمْ يَذَكُرُ

8. الْهَبَجَدُ بِالْهَبَاطِرَهُ * وَ الْنَّصْرُ بِالْهَصَابِرَهُ

5. Re-write the above extract with diacritical marks, and point out the falsity of rhyme in couplet 5.

6. Give the singulars or plurals, as the case may be, of the following words :—
 خَلِيلٌ - دَارٌ - مُؤْلِيٌ - دِينَارٌ - شَاةٌ - لَجَارِيَّهُ - مَدِينَةٌ - أَرْبَابٌ - ذَفَفٌ :—
 ذَفَفٌ وَ خَادِلٌ

ARABIC.—SECOND PAPER.

MAULVI MOHAMMED YUSUF JAFRI ... Examiner.

N. B.—Give vowel-points to every Arabic word you make use of in your answers.

1. Translate into Arabic :—

This world is the harvest for the next. To the wise a hint is enough. Assist your brother in distress. Contentment is the key of repose. You must read three pages of this book every day. When do you intend going to Persia ? She does not mean to remain in this country after winter. Why have you not done what I told you ? My master cannot come to see you to-morrow. At what hour yesterday morning did they march for Delhi ? If you forget another time, then I will punish you severely. Give him two *dirhams* to buy a cap for me. Has your son written out the letter as I told him ? Verily God does whatever He likes. Her daughter is more beautiful than your sister. I am going to the Mosque to make my Friday prayers. Handsome is your slave's daughter ! I saw his father sitting under a tree. We all went together to her house. Respect thy parents.

2. Translate into English :—

طلب الكل فوت الكل - القرص مقراض البهيبة - متاع الدنيا قليل - الهراء مع من احباب - اذا يئس الانسان طال انسانه - غني بلا سخاء كنهر بلا تماء - الانسان مركب من الجهل والخطاء - خدعة بالهوى حتى يرضي بالجهلي - ان فقد خير من النسيئة - ان لم يكن وفاق فقراء - اذا تخاصها المصادن ظاهر الهسروق - العاهم عدو نفسه فكيف يكون صديق غيره - حبك الشئي يبعي ويضم - احسن ان اردت ان يحسن اليك - حب الدنيا والهوى رأس كل خطيئة - الدال على التغيير كفاعله - وبهذا كان السكوت جوابا - الشيئع شاب في حب اثنين في حب طول الحياة وكثرة الهم - لا تؤخر عهيلاليوم لغد - من طلب شيئا وجد وجده - من كتم سره وجد مراده - يخوض البحر من طلب

اللائي - أعملوا ما شئتم أنه بها تعهلون بصير - إذا كان في
الأنسان عشر خصال تسبحه منها صالحة وواحدة هي سوء
الخلق أفسدت هذه الخصلة تلك التسبحة - يوم واحد للعالم
خير من العصيّة كلها للجهل - أرحم من في الأرض يرحمك
من في الشهاء *

3. Write down the Arabic cardinal numbers from one to fifteen, both, masculine and feminine.
 4. Name the مفاعيل خمسة، and give an example of each.
 5. Name the افعال تامة state their government, and give examples.
 6. What kind of particles are نعم and لـ and what is the difference in their uses ?

PERSIAN.—FIRST PAPER.

MUNSHI RAM KISHEN
MAULVI ABDUL JALIL

... } Examiners.

- 1. Translate into English :—**

دو امیرزاده بودند در مصر - یکی علم آموخته (۱) و دیگری مال آنده ختی - این علامه عصر شد و آن عزیز مصر پس قوچگر بچشم حقارت دارن دوچویش نظر کرد و گفت پسلطنت رسیدم - تو هبچنان در مسکن دیگری - گفت آی برادر شکر باری تعالی مرمی باشد گفتن که میراث پیغمبران را فتیم یعنی علم و تو میراث فراعون یعنی ملک مصر *

ظاهرا کار ما از شها نیست - عارف بخود پر عارف (۶) است این نهود بی بود خود آفتاب سرکوه است بدست آمد چه و نیامد چه - شها فکر خود کنید که درینجا بهم چشمان چه رو خواهید نهود *

2. (a) What sort of is in بماندی and دیگری - آموختی - یکے یہ میراث
 (b) Give the derivation and the plurals of

(c) Write what you know of فرعون.

(d) Who is the author of the passage (b) and to whom was it written?

3. Explain in English and give the plurals of the words underlined:

صاحب عیار گفت از برأی ما عجیب قطار شتر (a)
آورده اگر کسی مهار شان بکشاید هر یکی از گله دیگر گردید
دو خاطر داشتند که عہارت عالی بسازند - چون عہر (b)
و فانکرد از قوّة بفحل نیامده *

خواب و خور برأی آنست که فیروی جستوی (c)
ایزدی رضا فراهم آید - بیچاره آدمی بیدانشی مقصود
پندارد *

4. Relate in Persian the story of یثدم and سنگ پشت and give its moral.

5. Render the following extracts into English, refer them to their respective authors and mention the names of their principal works.

مها زور مندی مکن بو کهان * که برویک نهاد جهان (a)
سر پنجه ناتوان بر میمی پیچ * که گر دست یابد بو آید به پیچ
مبیر گفته است پا مرمدم زجای * که عاجز شوی گردن آئی زپایی
دل دوستان جهیز بپنجه گنچ * خزینه تهی به که مردم بر قدم
فلک کو دیر مهرو زود کیم است (b)

درین حرمافسرا کاروی این است
یکی را بر کشد چون خود بر افلاک
یکی را افگند چون سایه بر خاک
خوش آن دانا بهر کاری و باری
که از کارش نگیرد اعتباری
نه از اقبال او گردن فرآزه
فسه از ادبیات او چانش گزارد

6. (a) What is the use of ء پنجه in and in what different senses is it used in Persian? Give examples.

(b) Distinguish between اسم موصول and صلة and نشیه and استعاره; and illustrate your answer by examples.

7. Explain the following couplets in Persian:—

ساقیا بز خیز و در ده جام را * خاک بز سر کن غم ایام را
 (a) ساغر می در کفم ته قاز سو * بز کشم این دلچ ازرق فام را
 از هنرمندان گزین تو دوستی * زانکه یاری رانشاید بی هنر (b)
 هر کس از ناکس طبع دارد وفا * از درخت بید می جوید نهاد

8. Analyse according to Persian Grammar any one hemistich (مصرع) in question 7.

Further write out the hemistiches in question 7 that contain no Arabic words, in a very clear hand.

PERSIAN.—SECOND PAPER.

MUNSHI M. AHMAD,
 MAULVI YAKUB ALI, ... } Examiners.

I. (a) Translate literally into English:—

آغاز و انجام بسوئے یزدان پاک است - و یاوری از اوست *
 ستایش اور اسراست * هر آنکه از انجام آگاهی یافت بندۀ
 شد * هر که یاری ازو دانست فروتن گشت * کسیکه از داد
 و داشت وے آگاه شد به بندگی گردان فهاد - و از سرکشی چشم
 پوشید * بهترین چیزیکه از خدا به بندۀ رسد دانش این
 جهان آموزش آن جهان است - خوشنودیکه بندۀ از
 خدا دارد تقدیرستی است * نیکو تربیت سخنان ستایش یزدان
 پاک است * قویگری در بے نیازی است و آسایش در گوشته
 غشیتی * آزادی در گذشتن از خواهشهاe زیان کار است -
 و راستی در دوست کاری - و بزرگواری در بیخواهشی *
 قویگری در خرسندی است - و درویشی در جستن قویگری *
 پس قوانگری درویشی جستنی است * و قوانگری دینار

خستگی * و دادا آنکه اول را بجوید و از نانی دست
پشوید *

(b) Translate into English :—

بهرام گور وقتی در هواه کرم بدر باعنه رسید - پیریکه
با غیابی کرد انجا حاضر بود - گفت اے پیر درین باع انار
هست ؟ گفت آرے - بهرام فرمود که قدحه آب آنار بیار -
پیرو برفت و فی الحال قدحه پر آب انار کرد * بیرون آورد و
بدست بهرام داد - بیامید و گفت - اے پیر سائے ازین باع
چند حاصل میکنی ؟ گفت سه صد دینار - گفت بدیوان خراج
میدهی ؟ گفت بادشاہ ما از درخت چیز نهیگرد و از زراعت
عشر میگیرد - بهرام باخود اندیشه کرد که در مهلکت من باع
بسیار است و در هر باعه درخت بیشمار - اگر از حاصل باع
عشر بدیوان دهند مبلغ حاصل شود و رعیت را چندان زیان
فرسد - بعد از این بفرمایم تا خراج از محصول باغات فیز
بگیرند - پس با غیبان را گفت قدحه دیگر آب انار بیار -
با غیبان برفت و پس از مد * قدحه آب آورد - بهرام گفت اے
پیر فوبت اول رفتی و زو اوردی و این فوبت انتظار بسیار
دادی و برابر آن نیاوردی - پیر ندانست که آن جوان بهرام
است - گفت اے جوان گناه از من نبود - از بادشاہ بود که
درین وقت نیت خود را تغییر داده و اندیشه ظلم فرموده
لا جرم برکت از میوه بیرون رفته - بهرام ازین سخن متأثر
گشت و آن اندیشه از دل بیرون کرد *

2. (a) Translate literally into Persian substituting appropriate and idiomatic equivalents for the italicized words or phrases :—

It is related that about six hundred years ago, the King of England attacked Robert Bruce, ruler of Scotland with a large army and signally defeated him. Bruce concealed himself in a hut from fear of the enemy. There he flung him-

self down in despair on a bed in a sad mood. He happened to look at the *ceiling* and noticed a spider fail six times in making a *web*; but it made a seventh attempt and succeeded. Bruce thereupon *resolved* to make another *attempt* and he gained the object of his desire.

(b) Translate into idiomatic Persian :—

To

THE PRINCIPAL,
Dally College.

DEAR SIR,

I have been a pupil in the Daly College under you for the last four years, and appeared for the Entrance Examination this year, but failed to pass. I am unable to continue at College any longer because of the expense, and must try to obtain some appointment by which I may be able to earn my own living. May I ask you kindly to give me a testimonial to help me in getting some such work?

I remain,

DEAR SIR,

Your Obedient pupil,

X. Y. Z.

(c) Translate into Persian in as clear hand as you can manage to write :—

A dog with a piece of flesh in his mouth was crossing a river, when he saw his own shadow reflected in the clear stream; and thought that it was another dog who had another piece of flesh in his mouth. Being overpowered by greed and avarice, he resolved to make himself master of that also; but in snapping at it he dropped the bit he was carrying, which was irrecoverably lost; hence the wise have remarked. Avarice is the root of all evil.

SANSKRIT.—FIRST PAPER.

PT. ADITYA RAM BHATTACHARYA, M. A., ...*Examiner.*

1. Re-write the following in your own Sanskrit, using

words and construction as far as you can different from the text :—

अथ कदाचित् दीर्घकर्णो नाम नार्जीरः पक्षिशावकान्
भक्षयितुमागतः । ततस्त्वायान्तं दूष्टा पक्षिशावकैर्भयाकुलै-
र्भान् कोलाहलः कृतः । तच्छ्रुत्वा जरद्वेनेत्कम् । केऽय-
सायाति । दीर्घकर्णो गृध्रसवलोक्य सभयमाह । हा हतोऽस्मि ।

अथवा । तावद् भयस्य भेतव्यं यावद् भयमनागतम् ॥

आगतन्तु भयं वीद्य प्रतिकुर्याद् यथोचितम् ॥

2. (a) Write a grammatical note on the use of the genitive case in भवस्य occurring in the verse quoted above.

(b) Conjugate the root of आह and of भेतव्यम् in नाद् (present).

(c) State the rule of Sandhi in तच्छ्रुत्वा.

3. बुभुक्षितः किं न करोति पापम् ।

(a) Give in English the story from your text-book that the moral quoted above illustrates.

(b) Can you change the sentence into the passive construction?

(c) How do you form the word बुभुक्षितः?

(d) Conjugate its root in नाद् (present).

4. Explain :—

अपि सपूर्णता युक्तैः कर्त्तव्याः सुहृदो बुधैः ।

नदीशः परिपूर्णोऽपि चन्द्रोदयमुदीक्षते ॥

5. Quote verses from the *chánakya-níti-sára-sangraha* and the *Hitopádesa-sára-sangraha* the last quarters of which are given below.

(a) चतुर्थे किं करिष्यति ।

(b) सतिमान् न प्रकाशयेत् ।

(c) यत्रे कृते यदि न सिध्यति कोऽन्त्र दोषः ।

(d) न बन्धुसध्ये धनहीनजीवनंम् ।

6. उपाध्यायं पितरं सातरं च येऽभिद्रुत्यन्ते सनसा
कमर्मणा वा ।

(a) Write a grammatical note on अभिद्रुत्यन्ते.

(b) What should be the change in the case of the nouns
governed by अभिद्रुत्यन्ते if you use the verb with-
out the prefix.

(c) complete the verse by supplying the second half.

7. Translate into English :—

तास्यां पुर्यासयोध्यायां वेदवित् सर्वसङ्ग्रहः ।

दीर्घदर्शी महातेजाः पौरजानपदप्रियः ॥

बलवान् निहतासित्रो सित्रवान् विजितेन्द्रियः ।

धनैश्च सञ्चयैश्चान्यैः शक्वैश्रवणोपमः ॥

यथा मनुर्महातेजा लोकस्य परिरक्षिता ।

तथा दशरथो राजा लोकस्य परिरक्षिता ॥

रेन सत्याभिसन्धेन त्रिवर्गमनुतिष्ठता ।

पालिता सा पुरी श्रेष्ठा इन्द्रेणोवासरावती ॥

8. (a) Decline दीर्घदर्शी, महातेजाः, परिरक्षिता in the plural
number of all the cases.

(b) Exound the *samāsa* of निहितासित्रो and शक्वैश्रवणोपमः

(c) Re-write the last *shloka* after changing the construc-
tion from the passive into the active.

(d) Is there any final aim of life not denoted by त्रिवर्गः ?

SANSKRIT.—SECOND PAPER.

PT. RAM SASTRI TAILANG ... Examiner.

1. Translate into Sanskrit :—

- (a) What is sweeter than honey ?
- (b) This book was written by my pupil.
- (c) The use of riches is to promote the happiness of others.
- (d) A monarch should be the protector of his subjects.
- (e) Be pleased to bestow on me your friendship.
- (f) Having so said, he opened the door and went out.
- (g) The report is that a tiger has killed a man.
- (h) A king is the strength of the weak ; crying is the strength of children ; silence is the strength of the ignorant ; mercy is the strength of the righteous.

2. Translate into English :—

- (1) सुखमापतिं सेव्यं दुःखमापतिं तथा ।
चक्रवर्त् परिवर्तन्ते दुःखानि च सुखानि च ॥
- (2) पयःपानं भुजद्वानां कैदलं दिष्टवर्धनम् ।
उपदेशो हि मूर्खाणां प्रकोपाय न शान्तये ॥
- (3) आलस्यं हि जनुष्याणां शरीरस्यो नहान् रिपुः ।
नास्त्युद्यग्नसन्नो बन्धुः कृत्वा यं नावजीदति ॥
- (4) यान्ति न्यायप्रवृत्तस्य तिर्यञ्जोऽपि तहायताम् ।
अपन्धानं तु गच्छन्तं सेव्योऽपि विद्युतिः ॥

(5) अस्ति ब्रह्मारण्ये कर्पूरतिलको नाम हस्ती । तस्मैवलोक्य सर्वे शगालाङ्कितयन्ति उम 'यद्यधं कैनाव्युपायेन मृथते तदा अस्माकम् एतद्वैहेन नासच्चतुष्यत्वा भोगनं भविष्यति' । तत्रैकेन बृहुशगालेन प्रतिज्ञातं 'नया तु द्विग्रभावात् अस्य सरणं साधयितव्यम्' । अनन्तरं स वज्रः कर्पूरतिलकसनीपं गत्वा प्रणन्यावदत् 'देव द्वृष्टप्रसादं कुरु' । हस्ती ब्रूते 'को भवानु कुतो वा सनायातः' । सोऽवदत्

‘अस्युको ऽहं सर्ववनवासिभिः पशुसिर्मिलित्वा भवत्सकाशं
ग्रस्थापितो यद् विना राज्ञा ऽवस्थातुं न यज्ञं तद्वाटवीरा-
ज्ये ऽभिषेक्तुं भवान् सर्वस्वानिगुणोपेतो निरूपितः । तद्यथा
लम्बवेता न विचलति तथा कृत्वा सत्वरम् आगम्यतां देवेन
इत्युक्ता गत्याय चलितः । ततो ऽसौ राज्यलोभाङ्गः कपूर-
तिलकः शृगाल वर्मना धावन् यहापङ्क्ते निमध्यः । ततस्तेन
हस्तिनोक्तं ‘सखे शृगाल पश्य पङ्क्ते निपतितो ऽहं चिये’ ।
ततस्तेन शृगालेन विहस्योक्तं ‘सत्पुच्छावलम्बनं कृत्वोच्चिष्ठ ।
यत्पद्मचसि त्वया प्रत्ययः कृतस्तदनुभूयतामशरणं हुःखम्’ ।

(6) लाभस्तेषां जयस्तेषां कुतस्तेषां पराभवः ।
येषामिन्दी वरश्यासो हद्यस्थो जनार्दनः ॥

HISTORY.

M. CROSSE, Esq., M.A., ... } Examiners.
MISS JESSIE RAIT, M.A., ... }

1. What are the chief events in the reign *either* of Henry III, or of Mary ?

2. Mention any two English kings who have laid claim to the throne of France. What war arose out of this claim of the kings of England ? What were the chief battles in it ? Give a short account of Joan d'Arc.

3. What were the causes and results of *any two* of the following wars :—

- (1) The Wars of the Roses.
- (2) The Civil war in the time of Charles I.
- (3) The War of the Spanish Succession.
- (4) The American War.

4. Give a short account of the career of Napoleon Bonaparte.

5. State what you know of the two most famous of Mahmud's invasions of India.

6. Give a short account of the Emperor Akbers reign and policy.

7. Mention the chief events that occurred during the administration of Warren Hastings.

8. Answer *one only* of the following questions :—

(1) Sketch briefly the social progress of India under Lord Delhousie's rule.

or

(2) What are (a) The Viceroy's Executive Council, (b) The Viceroy's Legislative Council, (c) The Provincial Legislative Councils, (d) Municipalities. With regard to Municipalities' what are their duties, how are they constituted, and what Viceroy extended the elective principle ?

9. Write notes on *any five* of the following :—

(1) The Subsidiary System, (2) Chand Bibi, (3) The Bahmani Kingdom, (4) The Character of Sivaji, (5) Magna Charta, (6) The people's Charter, (7) The Nore and Spithead Mutinies, (8) The fall of Walpole, (9) The Spanish Armada.

GEOGRAPHY.

REV. G. M. BULLOCH,
F. G. HOUSDEN, ESQ., M.A. ... } Examiners.

1. What towns in the world have a population of one million or more each ? Mention the six largest islands, and the four principal archipelagoes in the world.

2. Give an account of the different races of men in Europe, indicating the countries where they are found.

3. State where and what the following are :—

Dartmoor, Leipzig, Riga, Guiana, Tanganyika, Scaw Fell, Mekong, Zanzibar.

4. Draw a map of the Mediterranean Sea, with its principal islands, indicating the position of the chief towns on its shores, and the mouths of the rivers falling into it.

5. Mention in order the principal stations we would pass in travelling by rail from Peshawar to Madras. What rivers would you cross on the way ?

6. Give an account of the chief ports of India, and its exports.

7. State what are the imperfections of maps drawn on the plain of Mercator's projection.

8. Describe the growth of a Delta, and the formation of the windings of a river.

9. Describe (1) A thermometer, (2) A barometer, and explain their uses. Why does ice float in water ?

GEOMETRICAL DRAWING.

G. T. SPARK, Esq., ... Examiner.

1. Construct a diagonal scale the representative fraction of which is $\frac{1}{1800}$, to read feet. Draw a line, and on it mark off a distance of 359 feet.

2. Show how you would set off an angle of $22\frac{1}{2}^\circ$ without the aid of a protractor, scale of chords, or a right angle.

3. Construct a regular pentagon with $1\frac{1}{2}$ inch side, and inscribe the (largest possible) square.

4. Construct a regular octagon of $1\frac{1}{4}$ inch side, and inscribe half as many circles as figure has sides, each circle touching one side and two circles.

5. Construct a figure ABCDE, with following dimensions :—

AB = 1.75 inches	.
BC = 2.00 "	
CD = 2.25 "	
DE = 2.10 "	
AF = 0.75 "	

Angle ABC = 120°	
" BCD = 75°	

Also draw a similar figure one-half the size of given figure.

N.B.—All figures to be obtained by Geometrical Construction only. Sketches with theoretical explanations are not awarded marks.

ELEMENTARY PHYSICS AND CHEMISTRY.

BABU G. N. CHAKRAVARTI, M.A., ... Examiner.

1. Define 'force' and distinguish clearly between 'cohesion' and 'chemical affinity.' Give examples.

2. Describe the Syphon. What conditions must be observed in its construction so that the instrument may work, and why?

3. What are echoes due to? Devise an experiment to show the artificial production of echoes.

Describe an apparatus that would determine the number of vibrations in a unit of time corresponding to any note.

4. What are the two different ways in which solids and liquids are heated? Illustrate your answer by experiments.

5. Describe the Leyden jar and explain the principle on which it is worked. Also describe the discharging rod.

6. Distinguish clearly between 'energy of motion' and 'energy in repose.' Which of those two kinds of energy is present in a Leyden jar charged with electricity? In a flash of lightning is it electricity which you see? If not, what is it?

7. What are the two gases present in the air? Demonstrate your answer by means of experiments. Mention what would happen if a live mouse were put in a vessel containing one of these gases then the other.

8. What are the different forms in which carbon is known to exist in the free state? How would you prove that carbon is contained (1) in animal flesh, and (2) in vegetable matter?

9. Describe the experiment for decomposing water drawing a sketch of the apparatus used. Of the two gases obtained how would you know which is oxygen and which is hydrogen? Is there any other way in which hydrogen can be got from water?

10. Describe the experiment for determining the composition of water by weight.

11. What is meant by 'oxidation?' Give some familiar examples of oxidation. Find out the weights of mercury and oxygen present in 432 ounces of red oxide of mercury (HgO) the combining weight of mercury being 200 and that of oxygen 16. How would you get metallic lead from "sugar of lead?"

12. How is cast-iron made and how does it differ chemically from wrought iron? What are the important uses of cast-iron and wrought-iron respectively? How is steel made, and what are its chief properties? What is rust?

BOOK-KEEPING.

BABU RAM KUMAR SARKAR

... Examiner.

1. Define the terms Dr. and Cr.
2. When is cash Dr. and when is Cash Cr., and when are Goods Dr. and when are Goods Cr. ?
3. Name the most important of the Books used by a merchant in Book-keeping ? and (2) the purpose for which each is used ?
4. What is the difference between Book-keeping by single entry and Book-keeping by double entry ?
5. Describe the mode of ascertaining the whole amount of Goods bought and sold by a merchant during the year, or any given time.
6. Describe the method of posting the Day-Book into the Ledger, when separate accounts are kept for some classes of goods but not for all.
7. What is the use of a Trial Balance-sheet ? and (2) how is this Balance-sheet drawn out ?
8. From which Account is the Profit, or the Loss on the transactions of a Firm for the year, or for any given time, ascertained.
9. How is the Profit and Loss account formed ?
10. How is a Balance-sheet, to ascertain the state of affairs of a Firm at the end of the year, or at any convenient time, drawn out ?
11. At the beginning of a year a set of Books is re-opened, and there are balance of the following accounts :—

Cash.

Bills Receivable.

Bills Payable.

Goods.

On which side of the Ledger will each be put ?

12. Enter the following transactions into their proper Accounts in the Day-Book, Invoice-Book, Cash-Book and Ledger :—

			Rs.	a.	p.
2nd June.	Goods sold on credit to Ram Lal		10	0	0
3rd „	Goods sold for cash to Mohamed Khan	...	5	0	0
4th „	Cash received from Bank	...	100	0	0
5th „	Goods bought on credit from Messrs. John and Co.	...	20	0	0
6th „	Paid rent of shop to Lachman Dass	...	50	0	0
7th „	Paid Municipal Tax	...	2	0	0
8th „	Paid salary of Chaukidar	...	5	0	0

POLITICAL ECONOMY.

T. BECK, Esq., B. A., *Examiner.*

1. What is wealth? Are air, land, rain, and canal water wealth or not, and why?
2. Distinguish between value and price. Explain what is meant by a general rise or fall of prices? Why cannot there be a general rise of values?
3. Why are gold and silver good materials for use as money? To what causes are the fall in the value of silver, as compared with gold due?
4. Explain the effect of demand and supply upon prices.
5. What law determines the value of the rent of a piece of land? How is the margin of cultivation affected by the price of agricultural produce?
6. What is Malthus's theory of population? What effect is the great increase in the population of India, likely to produce (1) on the total wealth of the country, (2) on the wealth of the individual ryot?
7. What elements constitute the profits of Capital?
8. Define credit. How does credit (1) effect an economy in the use of the precious metals, (2) encourage the productive employment of wealth?

ENTRANCE AND SCHOOL-FINAL EXAMINATIONS, 1898.

ENGLISH.—FIRST PAPER.

F. W. SUDMERSEN, Esq., M. A., ... }
 J. C. KEMPSTER, Esq., ... } Examiners.
 C. H. LINTON, Esq., M. A., ... }

1. Answer the questions in italics which follow these three extracts. You are not required to paraphrase them.

(a) It was a fine sunny morning when the thrilling cry of 'Land !' was given from the mast head. None but those who had experienced it can form an idea of the delicious throng of sensations which rush into an American's bosom, when he first comes in sight of Europe. There is a volume of associations with the very name. It is the land of promise, teeming with everything of which his childhood has heard, or on which his studious years have pondered.

Who wrote the above extract and to what does it refer? Why is the cry said to be "thrilling"? What is meant by "a delicious throng of sensations," and why would an American especially feel those sensations? What Associations does the name recall? Why is Europe called "the land of promise" and why is it said to be "teeming with everything of which his childhood has heard?"

(b) Schools, academies, and colleges give but the merest beginnings of culture in comparison with it. Far more influential is the life-education daily given in our homes, in the streets, behind counters, in workshops, at the loom and the plough, in counting-houses and manufactories and in the busy haunts of men..

What is meant by 'culture' and explain why 'schools', academies, and colleges give but the merest beginnings of it? What is 'life-education', where is it obtained and why is it 'more influential'? How do 'homes and streets' give us 'life-education'? What various occupations are referred to or suggested by 'in workshops, at the loom and the plough, counting-houses and manufactures.'

(c) In the world's broad field of battle,
 In the bivouac of Life,
 Be not like dumb, driven cattle !
 Be a hero in the strife !

Why is the world called a 'broad field of battle' and 'Life,' bivouac ? What kind of men would you compare to 'dumb, driven cattle ? What figures of speech are employed in this verse ?

2. Write the following in simple prose so as to describe the scene here depicted in your own words. You are not required to closely follow the original, and a mere substitution of other words or phrases will not be accepted.

His house was known to all the vagrant train,
 He chid their wanderings, but relieved their pain ;
 The long remember'd beggar was his guest,
 Whose beard descending swept his aged breast ;
 The ruin'd spendthrift now no longer proud,
 Claim'd kindred there, and had his claims allow'd ;
 The broken soldier, kindly bade to stay,
 Sat by his fire, and talk'd the night away ;
 Wept o'er his wounds, or, tales of sorrow done,
 Shoulder'd his crutch, and show'd how fields were
 won.

3. Narrate the story entitled "An Incident of the French Camp" by Robert Browning in your own words.

4. Answer the questions in italics following these two extracts.

(a) As some tall cliff, that lifts its awful form,
 Swells from the vale, and midway leaves the
 storm,
 Though round its breast the rolling clouds are
 spread,
 Eternal sunshine settles on its head.

Of whom is this simile an illustration ? Show carefully and in detail that it is suitable to the person of whom it is used.

(b) When I remember all
 The friends so link'd together
 I've seen around me fall
 Like leaves in wintry weather,
 I feel like one
 Who treads alone
 Some banquet hall deserted,
 Whose lights are fled,
 Whose garlands dead,
 And all but he departed !

There are two similes employed here. What are they ? Show by careful comparison the appropriateness of each.

(c) Ximenes, though possessed only of delegated power, which, from his advanced age he could not expect to enjoy long, assumed, together with the character of Regent, all the ideas natural to a monarch, and adopted schemes for extending the regal authority.

What is meant by 'delegate power' and how is Ximenes here said to have acted when he received this power ? What 'ideas' are 'natural to a monarch ?' Mention any of the schemes, which Ximenes adopted for 'extending the regal authority ?'

5. Explain the following extracts and answer the questions in italics.

(a) Some of God's greatest apostles have come from the 'ranks.'

What does the word 'ranks' usually mean and what does it mean in this case ? Mention any of God's apostles who 'have come from the ranks.'

(b) Perhaps in this neglected spot, is laid
 Some heart once pregnant with celestial fire ;
 Hands that the rod of empire might have swayed,
 Or waked to ecstasy the living lyre :

What three classes of men are referred to in the last three lines of this verse ?

6. Passages from books not prescribed.

You are required to re-write the following passages so as to bring out their meaning fully and clearly, adding anything which would make the meaning clearer and show that you fully understand the passages.

- (a) Under a spreading chestnut tree
 The Village smithy stands ;
 The smith, a mighty man is he,
 With large and sinewy hands ;
 And the muscles of his brawny arms
 Are strong as iron bands.
 His hair is crisp, and black, and long,
 His face is like the tan ;
 His brow is wet with honest sweat,
 He earns whate'er he can,
 And looks the whole world in the face,
 For he owes not any man.
 Toiling,—rejoicing,—sorrowing,
 Onward through life he goes
 Each morning sees some task begin
 Each evening sees it close ;
 Something attempted, something done,
 Has earned a night's repose.

- (b) The elephant is not used in the present day in India as an engine of war, but as a beast of burden, in the transport of baggage, tents and various stores ; and there are peculiar circumstances in the march of an Indian army which render the elephant extremely serviceable. Where dense jungles offer impediments which the pioneers could not obviate without great labour and consequent delay, three or four elephants clear the way at once ; trampling down the long grass and bushes, and breaking down the slender trees, in short travelling all, before them, again, where the artillery has to be dragged through heavy roads of clay and mire, their strength and sagacity are in great requisition. They always apply their force in the most efficacious manner, and assist each other with wonderful sagacity.
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ENGLISH.—SECOND PAPER.

A. MEFF, ESQ., M. A., ...
 W. K. BONNAUD, ESQ., ... } Examiners.
 MISS BALLEY. ... }

1. *Explain the following expressions :—*

- (a) He was too impulsive not to have committed many mistakes ?
- (b) The police got wind of the affair.
- (c) The regiment deserted to a man.
- (d) He fell in with his views.
- (e) To pay off old scores.
- (f) He rose to the occasion.
- (g) He always stood in his own light.
- (h) They will stand by us at a pinch.
- (i) He knew what was in the wind.
- (j) It's all one.
- (k) The remark stung me to the quick.

2. *Supply the missing prepositions in :—*

- (a) I sympathise — him ; (b) to be opposed — the plan ;
- (c) he differed — me ; (d) I rejoice — your success ; (e) he was unworthy — your friendship ; (f) he was shocked — his behaviour ; (g) James I confided too much — favourites ; (h) Akbar always inclined — mercy ; (i) he was well-disposed — the Government ; (j) to be displeased — the answer.

3. *Analyse :—*

- (a) If all the year were playing holidays,
To sport would be as tedious as to work.
- (b) I ask again “ What’s the matter ? ”
- (c) If wishes were horses, beggars would ride.
- (d) It is better that ten guilty men should go unpunished than that one innocent man should be condemned.
- (e) He looked as if he were ill.
- (f) Far be it from me to contend that you are wrong.

4. Parse the words in thick type :—

- (a) Let me die the death of the righteous.
- (b) He failed, his industry notwithstanding.
- (c) Forgive me this my virtue.
- (d) How do you do ?
- (e) Wait till then.

5. Reverse the meaning of these words by adding prefixes or suffixes :—

- (a) Respectful; (b) orthodox ; (c) mature ; (d) ordinary.

6. A man on falling into a well exclaimed, " Nobody shall save me and I will be drowned."

What precisely does this remark mean and how would you amend it ?

7. Put into Indirect speech :—

Going along the street, I met Mr. Green, I asked—" Will you come to dinner to-night ? " " I would, if I could," he replied " but my doctor declares that, in this weather, I may catch cold. Please excuse me, this time."

8. Give adjectives derived from (a) satisfy (b) compassion.

- | | |
|--------------------|-------------------------------|
| Give nouns meaning | (c) one who drinks to excess. |
| | (d) one who plays the piano. |
| | (e) a little prince. |
| | (f) a little goose. |

Form verbs connected with (g) sympathy (h) fond.

Give past participles of (i) run (j) seethe.

9. Distinguish carefully between the following pairs of words stating what each means :—

- (a) Sensitive, sensible.
 - (b) Human, humane.
 - (c) Pertinent, impertinent.
 - (d) Lawless, unlawful.
 - (e) Artful, artistic.
 - (f) Observance, observation.
 - (g) To ignore, to be ignorant.
 - (h) Politic, political.
 - (i) Ingenuous, ingenious.
 - (j) Contemn, condemn.
-

URDU.—THIRD PAPER.

DR. G. THIBAUT SET THE PAPER.

C. DODD, ESQ.
REV. E. S. OAKLEY

Examiners.

Translate from Urdu into English:—

A.

بھولہ نام کا ایک بہت غریب آدمی تھا — اوسکے چھوٹے چھوٹے لڑکے تھے۔ اوسکو اس بات کا بڑا اندیشہ ہوا کہ اونکی پرورش کیونکر ہو گی۔ اس اندیشہ کا ایک اور بڑا سبب یہ تھا کہ اوس سال اناج کی پیدائش بہت کم ہوئی پہلے سال کے بد نسبت اناج دوڑا مہنگا ہو گا تھا۔ بھولہ رات دن مزدوری کرتا تھا تو بھی اتنے پیسے نہ ملتے تھے کہ اُنکوں کو سوکھی روکھی روکھی ملے۔ اس سبب سے وہ بڑی تکلیف میں تھا۔ ایک دن اوس نے اپنے سب اُنکوں کو پاس بلا کے آنکھوں میں آنسو بھر کر کھا۔ اے میرے پیارے بچو اس سال بڑی مہنگی ہے میں اتنی محنت اوتھا ہوں تو بھی قہوہارے پیٹ بھرنے قابل اناج فہیں ملتا۔ تم دیکھتے ہو کہ میری دن بھر کی محنت سے ایک روکی ملتی ہے۔ سو جو سمجھکو ملتی ہے۔ اوسی سے تمکو اپنا نبیا کرنا ہو گا۔ دوسری کوئی قدیم فہیں ہے۔ ہم جانتے ہیں کہ اتنے میں تمہارا پیٹ قہ بھریگا۔ مگر جان بچانیکا کسی قدر سما را ہو یگا۔ یہ کہکرو وہ چپ ہو گیا۔ اگر اوس بیچارہ سے بولا نجاحیکا وہ اوپر خدا کے طرف دیکھ کر رونے لگا۔ اوسے دیکھ، اوسکے لڑکے بھی رونے لگئے۔ ”اے خدا اے غریب پرور ہم غریب اور بد قسمت ہیں ہبھپور سہربانی کرو۔ ہماری باپ کی مدد کرو اور ہمکو بھوکوں مت سارو۔ بھولہ نے اس روکی کے سات تکڑے گر کے اپنے اُنکوں کو پاافت نئے اور اونھیں سے سب سے چھوڑا تکڑا اپنے اتنے کیا“ *

B.

نیوتن بڑا نیکبخت آدمی تھا - با وجود اتنے بڑے عالم
 ہونیکے اوس میں ذرہ برابر تکبر نہ تھا - اوس کی طبیعت
 ایسی ذر تھی کہ اوسے غصہ کبھی آتاہی نہ تھا - اوس کے
 پاس ایک پیارا چھوٹا سا کتنا تھا - ایک دن رات کے وقت
 نیوتن کہیں باہر گیا تھا - اور اوسکے کھرے میز پر بتی
 جل رہی تھی - اتنے میں کتنے کے جی میں نہ جانے کیا آیا
 کہ وہ یک بیک ایسے زور سے میز پر اوجھل پڑا کہ جلتی
 ہوئی بتی گر پڑی اور سب کاغذ جنکو لکھکر تیار کرنے میں
 نیوتن نے کئی سال لگائے تھے جل کر خاک ہو گئے - نیوتن
 جب لوٹ کر آیا تب یہ حال دیکھکر دل میں بڑا رنجیدہ
 ہوا - لیکن غصہ میں آکر کتنے کو کچھ سزا فہیں دی صرف
 اتناہی کھکر رہ گیا کہ اے کتنے تعجب سے جو میرا نقشان ہوا ہے
 اوسکی تعجب کو کیا خبر ہے *

Translate from Hindi into English :—

भौला जास का एक बहुत शरीव मनुष्य था। उसके
 द्वारा छोटे २ लड़के थे। उनका पालन पोषण कौसे हो इस
 बोत की चसे बड़ी चिन्ता पड़ी। उस चिन्ता का और भी
 एक बड़ा कारण यह था कि उस साल अनाज बहुत कम हुई
 थी। पहिले साल की अपेक्षा अनाज दूना महंगा हो गया था।
 भौला रात दिन भजदूरी करता था तो भी इतने पैसे न
 सिलते थे कि लड़कों को शूखी रुखी रोटी भी मिले। इस
 कारण वह बड़े झेंश में था। एक दिन उसने अपने सब
 लड़कों को पास लुलाकर आंखों में आंसू भर कर कहा
 “ऐ खेरे प्पारे बच्चो ! इस साल बड़ी महंगी है जैसे इतनी
 ज़ेहनत चढ़ाता हूँ तो भी तुम्हारे सेट भरने योग्य अनाज

नहीं मिलता । तुम देखते हो कि दिन भर को मेरी मिहनत से एक रोटी मिलती है । जो जो मुझ को मिलती है उसी से तुमको अपना निर्वाह करना होगा दूसरा कुछ उपाय नहीं है । हम जानते हैं कि उतने में तो तुम्हारा पेट न भरेगा परन्तु प्राणधारण किसी क़दर होवेगा । यह कह कर वह चुप हो गया । आगे उस बिचारे से बोला न गया । वह ऊपर भगवान् की ओर दूष्टि करके रोने लगा । उसे देख उसके लड़के भी रोने लगे” है भगवान् है दीनदयाल हम दरिद्री अभागी और असमर्थ हैं हम पर इधा कर हमको भूखो भत भार । भोला ने फिर इस रोटी के सात टुकड़े किये और अपने लड़कों को बांट कर उनमें से सब से छोटा टुकड़ा अपने लिये लिया ॥

निउटन परम सुशील था । इतना भारी विद्वान् होने पर भी उसमें गर्व का लेश नहीं था । उसका स्वभाव इतना शान्त था कि उसे क्रोध तो कभी नहीं आता था । उसके पास एक प्यारा छोटा सा कुत्ता था । एक दिन रात्रि के समय निउटन कहीं बाहर गया था और उसके कजरे में मेज़ पर बत्ती जल रही थी । इतने में कुत्ते के सन में न जाने क्या आया कि बस एका एकी ऐसे ज़ोर से मेज़ पर उछल पड़ा कि बत्ती गिर पड़ी और सब कागज़ जिनको लिख कर तथ्यार करने में निउटन ने कई बर्षे लगाये थे जल कर भस्म हो गये । निउटन जब लौट कर आया तब वह हाल देख कर भन में बड़ा हुखित हुआ । पर नुस्खे में आकर कुत्ते को कुछ सज़ा नहीं दी किन्तु इतना ही कह की रह गया कि “ऐ कुत्ते तुम से जो भैरा नुकसान हुआ उसकी तुम को क्या खबर है” ॥

MATHEMATICS.

(Arithmetic and Algebra.)

BABU UMESH CHANDRA GHOSH, M.A. ... } Examiners.
 C. H. DIXON, ESQ., M.A., ... }

1. Define Measure of a number and find the g. c. m. of :—

(i) Rs. 2, 4 as. and 10 as. (ii) $\frac{3}{4}$ and $\frac{5}{8}$.

Find the greatest number which will divide 13956 and 14565 and leave a remainder 7 in each case.

2. Simplify :—

$$(a) \frac{\left(\frac{1}{2}\right)^2 + \left(\frac{1}{3}\right)^3 + 1.25 \text{ of Rs. } 5, 10 \text{ as. } 8 \text{ pies}}{\left(\frac{1}{3}\right)^2 + \left(\frac{1}{2}\right)^3 + .037 \text{ of Rs. } 7, 12 \text{ as.}}$$

$$(b) \frac{1}{2} - \frac{1}{2} \div \frac{1}{3} \text{ of } \frac{1}{4} \div \frac{1}{5} \times \frac{1}{6}.$$

3. Extract the square root of

$$\begin{array}{r} 1 \\ 9 + \overline{1} \\ 1 + \overline{1} \\ 7 + \overline{6} \end{array}$$

and calculate the difference between this square root and $8 + \frac{1}{16}\sqrt{2}$ to three places of decimals.

4. Find the cost in English money of travelling from Vienna to Trieste, a distance of 363 English miles, the average cost per German mile being 13 kreutzers. Given that

1 German mile = $4\frac{1}{2}$ English miles,

£ 1 = 25.5 francs,

3.75 francs = 105 kreutzers.

5. What is the present value of a legacy of £ 149, 1s. 3d. due 7 years hence, at $2\frac{2}{3}$ per cent. simple interest.

6. Find the G. C. M. of $2x^5 - 11x^2 - 9$ and $4x^5 + 11x^4 + 81$.

7. Simplify :—

$$(a) \frac{m-n}{(x-m)(x-n)} + \frac{n-p}{(x-n)(x-p)} + \frac{p-m}{(x-p)(x-m)}$$

$$(b) \frac{a^2}{(x-a)n} + \frac{2a}{(x-a)n-1} + \frac{1}{(x-a)n-2}.$$

8. Solve :—

$$(a) 2x + \frac{3}{y} = 4$$

$$3x + \frac{2}{y} = 5.$$

$$(b) \frac{1}{x+5} + \frac{1}{x+10} = \frac{2}{x}.$$

9. If $a:b=c:d$, prove that

$$a(a+b+c+d) = (a+b)(a+c).$$

10. The number of months in the age of a man, on his birth-day in the year 1875, was exactly half of the number denoting the year in which he was born. In what year was he born?

EUCLID AND MENSURATION.

A. E. PIERPOINT Esq., M. A., B. Sc. } Examiners.
BABU G. N. CHAKRAVARTI, M. A.

1. State axiom 12 and prove its converse.
2. Prove that the straight line which joins the middle points of the sides of a triangle is parallel to the third side.
3. Describe a parallelogram that shall be equal to a given rectilineal figure and have one of its angles equal to a given rectilineal angle.
4. Divide a given straight line into two parts so that the rectangle contained by the whole and one part may be equal to the square on the other part.
5. Define similar segments of circles and prove that on the same chord and on the same side of it there cannot be two similar segments of circles not coinciding with one another.
6. In two concentric circles any chord of the outer circle which is also a tangent of the inner circle is bisected at the point of tangency.

7. In a given circle inscribe a triangle equiangular to a given triangle.

8. $ABCDE$ is a regular pentagon and AC, BE intersect at H . Shew that $AB=CH$.

9. A room whose length is 30 feet and breadth twice its height takes 144 yards of paper 2 feet wide for its four walls: find the area of the floor.

10. The sides of triangle are 25, 39, 56 feet respectively: find the perpendicular from the opposite angle on the side of 56 feet.

11. Give a practical method by means of Geometry for ascertaining the distance of an inaccessible object A from a given position B . Illustrate your meaning by a diagram.

12. Make a sketch of a field from the accompanying notes and work out its area :—

	Links.	
	\odot A	
0	500	
H 20	320	
G 30	140	
	0	0
turn	\odot C to the	right.
	\odot C	
	400	0
	180	20 F
	0	0
From	\odot B	go North East.
	\odot B	
0	300	
E 12	200	
D 10	90	
	0	0
From	\odot A	go North West.

ARABIC.—FIRST PAPER.

MAULVI MOHAMMED YUSUF JAFRI

... Examiner:

N.B.—Give vowel-points to every Arabic word you write in your answers.)

1, Translate into English :—

ثم قال للمربيع اخرج من مالك اربعة آلاف دينار فاخذها
وسلّمها الا عجمي - فقال له الا عجمي اريد ان ولدك يسافر
الي دمشق - وان شاء الله تعالى لا ارجع الا بالجارية - ثم التفت
العجمي الي الشاب و قال له ما اسمك - قال فعمة - قال يا
فعمة مجلس انت و كن في امان الله تعالى - لقد جمع الله
بینك وبين جاريتك - فاستوي جائسا - ثم قال له شد قلبك -
فذهب نسافر في مثل هذا اليوم - فتكل واشرب وانبسط لتنقوني
على السفر - ثم ان الا عجمي اخذ في قضاء حوايجه من جميع
ما يحتاج اليه من التحف واستكميل من والد فعمة عشرة آلاف
دينار - و اخذ منه التحيل والجهال و غير ذلك مما يحتاج اليه
لتحمل الا نقال في الطريق *

(a) Re-write the above extract from the beginning to تَعَالَى اَللّٰهُ تَعَالَى with vowel-marks,

(b) Name the ماده، صيغه، and باب of تَعَالَى، explaining the changes the word has undergone, and give its construction in the sentence انشاء الله تعالى.

2. Translate the following into English, explaining the grammatical pun contained therein :—

جاء ذھوے علیٰ باب ذھوے فدق بابہ - فقاں من انت -
 فقاں الزاہر احمد - فاجاپ صاحب الدارانصرت - فقاں احمد لا
 ینصرت - فاجاپ اذا کان ذکرۃ پینصرت *

3. Give the singular or plural (as the case may be) of:-

ولد، دينار، طريقي، انتقال، جمال، خليل، تحف، هوائج، يوم
قلب، اسم، شاب، چارية

4. Translate into English :—

(a) كنا كزوج حمامه في ايكمة * متهمعين لصحة وشباب
دخل الزمان بنا وفرق بيننا * ان الزمان مفرق الاحباب
مالبي وقفت على القبور مسلما * قبر الحبيب فلم يرد جوابي (b)
احبيب مالك لا ترد جوابنا * اننيست بعدي هلة الاحباب
انها الدفينا فناء ليس في الدفينا ثبوت
انها الدفينا كبيت نسجته العنكبوت
و لقد يكفيك منها ايها الطالب قوت
* و لجهوري عن قليل كل من فيها يموت

5. Name the author of the above verses, and write shortly what you know of him.

6. Translate into English, and explain the allusions contained therein :—

اذا قربت ساعة يا لها * و زلزلت الارض زلزالها
تسير الجبال علي سرعة * كهر السنحاب قری حالها
و تنفتر الارض من نفخة * هناك تخرج اثقالها
ولا بد من سائل قائل * من الناس يومئذ مالها
تحدث اخبارها ربها * و ربك لاشك اوحي لها
و يصدر كل الي موقف * يقيم الكهول و اطفالها
قرى النفس ماعهلت محضرا * ولو ذرة كان مشقا لها
يحس سبها مالك قادر * فاما عليها و اما لها

7. Give the 7th couplet in the above question.

ARABIC.—SECOND PAPER.

SHAMS-UL-ULAMA MAULVI SYED AMJAD ALI, M.A....Examiner.

N.B.—Give vowel marks to every Arabic word you write in your answer papers.)

1. Translate into English :—

ان ابا حسان الزيادي قال ضاق علي الحال في بعض الايام

ضيقاً شديداً حتى انه قد ألم علي البقال والخباز وسائدو
الناسلين فاشتد علي الكرب ولم أجد لي خيلة فبینها اذا
في تلك الحالة لا ادري كيف اصنع اذ دخل علي غلام لي
فقال ان باباب رجلا حاجا يطلب المدخول عليه فقلت اذن
له فدخل فادا هرجل خراساني فسلم علي فردت عليه السلام
ثم قال لي هل انت ابوحسان الزبيادي فقلت نعم و ما حاجتك
قال اني رجل غريب واريد التهيج و معي جملة من الهم و انه
قد اثقلني جهله *

حكي ان امرأة كان لها زوج مغافق وكانت تقول علي كل
شيء من قول او فعل بسم الله فقال زوجه لا فهم ما اخجلها
به فدفع اليها صورة وقال لها احفظها في محل وغضتها فخافلها
وأخذ الصورة وأخذ ما فيها ورمها في بئر قي دارة ثم طلبها
منها فيجاعت الي محلها و قالت بسم الله فامر الله جبريل ان
ينزل سريعاً و يحيى الصورة الي مكانها فوضحت يدها لتها خدها
فوجدتها كهراً و ضحتها فتعجب زوجهما و قاب الي الله *

2. Translate into Arabic :—

When was she born, and how old is she now ?

I am very sorry to see you in this wretched state.

Kindly inform me of what you saw there.

He asked me to put all these things in a box.

When I heard this I was greatly surprised.

They all began to weep bitterly on seeing me.

This is a very sad story. Please sit down.

He has married his daughter to his friend.

When will the marriage of your son be celebrated ?

Having heard the news of his arrival, he went out to receive him,

Owing to my falling ill, I was obliged to go home.

He was poisoned.

He was not killed but wounded severely.

He suffered great loss in trade. He loved his subjects, and was likewise loved by them.

3. Distinguish clearly between مبني مغرب and give their examples from your Arabic text or otherwise.

4. In what cases is a مذكر taken as غير مذكر? Give examples.

5. Point out the changes that the following words have undergone.

بعث - قال - داع - منقاد - مبيح - سيد - ديوان - ق - يذب

6. Write down some plural forms and give their instances.

PERSIAN.—FIRST PAPER.

SHEIKH BAHADUR ALI, M.A. ... SHAMS-ULAMA MAULVI ABDUL JALIL. ... } Examiners.

1. Translate into English:—

جوہر اگر در خلاب افتاد ہمہان ذغیس سست و غبار (a)
اگر بر فلک روڈ ہمہان خسیس - استجداد بی تربیت دریخست
و تربیت نا مستحد ضایع - خاکستر نسبت عالی دارد کہ
آتش جوہر علوی است - ولیکن چون بنفس خود ہنری فدارد
با خاک برابر است *

زیر دستان را باندازہ ایشان باز خواست نہا - باہر (b)
کسی باندازہ پایہ اور رفتار فرما *

برست پیہمان ان استوار مباش و بر استواران سستی (c)
منها - بیشتر می ازان بترا نبود کسی کہ چیزی فداند بخود
بنند - آنچہ نہ فہادٹ بر مدار - کوتاڑ دست باش تا زیافت
دراز باشد *

2. Whose speeches are contained in (b) and (c) Criticize any one of them.

? انجام کے نہادہ بر مدار in بر مدار کیا ہے?

3. Give meaning of the following extracts, in Persian and break each into separate clauses:—

(a) از انجا کہ دہنگی فیت حق طویلت مصروف آؤست

که جمهیع سیاست بروفقی شریعت غرا باجرا رسد و تهمامی احکام بر طبق داین متین با مضا - در مهملکتی با پیش فسحت که سه طرف آن دریای شور پیوسته است تنونندے برآ مطابقت و مصاولت ناقرانه نشتابد *

چون خاطر خورشید مأثر را بنیه و فیجه و امکنه منیعه (b) که روزگار از علوهست و سهو دولت خداوندیش بزبان بی زبانی در گفتارند و اعضار دیر یاز از آباد گیری و زینت گسترنی و نژادت پروری ذامش یادگار توجه قام است اکثر مثابر را به نفس طرح میفرمایند *

4. (a) Give meaning, roots, and opposites, of the following words :—

مطابقت - ابنیه - ذغیس - حلی - قیلوگه - آمانی

(b) Give meanings of the following :—

قر - افهدوج - صاحب رساله - راد - مودی

کنگاش - کنج - کاوی - پاکنگ - بویزه - موبد

(c) Write what you know of مقلاه - بدام چوین - ناصر خسرو and کوشیار

5: Translate the following into English :—

(a) گرافی که دشمنست گوید رفع

وگر فیستی گو برو بان سنج

وگر ابله - ی مشک را گزده گفت

تو سجه - وع شو کو پراگزده گفت

وگر میروند در پیاز این سخن

چنین است گو گزده مخزی مکن

(b) چون خون زحلق قشنه او بزمیں رسید

جوش از زمین بدروه عرش برین رسید

سرخدا که عارف و سالک به کس نگفت

در حیر قم که باده فروش از کجا شنید

(d) آن قصر که بهرام درو جام گرفت
و به پچه کرد و شیر آرام گرفت
بهرام که گور میگر فتنے دادم
اسروز نگر که گور بهرام گرفت

6. Explain allusions in extracts (b), (c) and (d), and name their authors respectively.

7. Explain in Persian the following verses:—

تو انگه که بمن شوی فتحیاب
زن بیوہ را داده باشی جواب
من اربا تو چردم به هنگام کین
شرم قایم انداز روی زمین
سام که سیچون پسر گیر داشت
بود جوان گوجه پسر پیو داشت

8. Give meaning of the following words and phrases:—

خفرق - سبل - شبکوک - کالبیوہ - سخبه - قایم انداز - آهنگ
وقاق دوپرویزی - فقاع گلابی - مودستگ ازما - پیغماره - نوبتی

9. Explain the formation of the following words and give their meaning, stating to what part of speech each belongs:—

جاروب - گردون کهند - همگنان کشتی - کتخداد - خرابست - گفتگو

10. (a) Illustrate by examples the transitive as well as intransitive use of آموختن and ریختن

(b) Analyse fully according to Persian Grammar the following couplet:—

مریز اے حکیم آستینهای در
کجا بینی از خویشن خواجه پیر

PERSIAN.—SECOND PAPER.

MAULVI SYED ABDULLAH ...

MAULVI YAKUB ALI ...

1. Translate into English :—

... } Examiners.

در پائیز نهمه ۱۳۰ هجری امیرزاده را هوش شکار
 داشتگیر شده بعنز این کار بر سهند بادرفتار سوار شد و در
 صحرای در جواز مزار محمد فتحپیران شکاری فراوان بهم
 سید و در اندانه تگ و قاز شاهزاده گردن فراز بقوچی باز
 خورد از فراز زین دو قا گشته خوابست که قوچ را زنده بدست
 گیرد فاکاه از قضای آسمانی و حکم زبانی بسرور گردن بروزین
 آفتاب و بعضی گفته اند که قوچ را گرفته بقربوس زین رسانید
 و آن صید طبیعی و اسب و میده شاهزاده از بالای زین بروزین
 فریان افتاب و بهم تقدیر از شدت آن صدمه بیهودش شد ازین
 واقعه عظیمی خروش از فهاد مردم برآمد و امراء واعیان
 بپرایین شاهزاده آمدند و قلق و اضطراب آغاز نهوده — تا
 بعد از اندک زمانی بر خود جنبیده فی الجھله اثر حیات از
 او مشاهده افتاب و مدت سه شب افزون چند نوشت شش بودات
 پسندیده صفات او طاری گشت — از طبیبی که متصدی معالجه
 او میبود بسیرو یا بقصد یا بجهد یا باغوای جهی در تداوی
 تقصیر واقع شد و خلی فاحش بدماغ شاهزاده خردمند
 راه یافت — اکثر اوقات حکم او بر فرجی صادر میشد که
 پسندیده عقلاً و لایق مرتبه سلطنت نمیبود گاه بجهود
 خیالی بخون بیگناهی فرمان میداد و گاه از طریق اسرات
 گنجی برآ گدای مینهاد *

۲ — داد خواهی پیش پادشاه آمد و عرض حال کرد
 بحالش نپرداخت باز گفت روی قوجه نیافت زار ذالمید و تکرار
 بجهد کرد ملک بهم آمد و گفت خانه خواب درد سر را از
 پیش فی بزی گفت خانه خود بر باد رفت سر توئی درد کجا

بِرْم مَلِك را حِرْفَش موْئَر آمد بَدَادش رسَيْد و از سَتْهَگارش
أَنْتَقَام كَشِيد *

۳ - اکبر جامع او صافیه بود که عقل در آن حیران است
دلخواه روشن و دانشی خدا داد و اقبال ایزدی داشت اگر راست
چوئی سببیش همیش است که دامن دلش از غبار تھسب صاف
بود گویند دستے در خط و سوادی از علم نداشت روزی سفیر
روم رسید و بگذارش پیام نامه گذرا نید اکبر نامه را سر بر زیر
و پائین بالا گرفت سفیر قبسم کنان بذگریست فیضی دریافت
ضبط نتوانست و گفت در حضرت ما سخن نگوئید پیغمبر ما
مانیز امی بود با اینه درون تاریخ آگهی تهام داشت خصوصاً
قصص هند را نیکو دانسته به ذظم و اشجار لذت گرفته و
نکتهایش نیکو دریافت *

2. Translate into Persian the following passages:—

A good man the only true friend.

1. A good man is the best friend, and therefore soonest to be chosen, longer to be retained, and, indeed, never to be parted with, unless he cease to be that for which he was chosen. The good man is a profitable useful person; and that is the bond of an effective friendship. He only is fit to be chosen for a friend who can give counsel or defend my cause, or guide me right, or relieve my need or can and will, when I need it, do me good. My friend is a worthy person when he can become to me a guide or a support, an eye, or a hand, a staff or a rule. There must be in friendship something to distinguish it from a companion, and a countryman, from a school-fellow or a fellow-traveller. Those friendships must needs be most perfect, where the friends can be most useful. For men cannot be useful but by worthiness in the several instances. He that is wise and virtuous, rich and at hand, close and merciful, free of his money, and tenacious of a secret, open and ingenuous, true and honest, is of himself and excellent man and therefore fit to be loved: and he can do good to me in all capacities there I can need him, and therefore is fit to be a friend:—

2. I was hindered in my last, and so could not give you all the trouble I would have done. The description of a road, which your coach wheels have so often honoured, it would be needless to give you ; suffice it that I arrived safe at my uncle's, who is a great hunter in imagination his dogs take up every chair in the house so I am forced to stand at this present writing ; and though the gout forbids him galloping after them in the field, yet he continues still to regale his ears and nose with their comfortable noise and smell. He holds me mighty cheap, I perceive, for walking when I should ride and reading when I should hunt.

3. The musket was first, made in Italy in the year 1430. But the cannon was used in England a hundred years before that date. M. Barafi, in his lecture before the Scientific Institute of France in 1850, said, that both cannon and the musket were in use in China about 618 years before Christ. As to the powder, there are divergent opinions about it. It is said that it was known amongst the Hindus about the time of Moses ; and it is supposed that the Arabs brought it to Europe. But some say it was invented by a German monk named Schwartz, in the fourteenth century ; others say that an Englishman named R. Bacon invented it in the year 1270.

SANSKRIT.—FIRST PAPER.

Pt. D. N. CHAKRAVARTI, M. A., ...*Examiner.*

1. Translate into English :—

एकदा जम्बूकेन सुनिभृतमुक्तम् । सखे मृग । एतस्मिन् वनैकदेशे शस्यपूर्णं क्षेत्रमस्ति । तदहं त्वां नीत्वा दर्शयामि । तथा कृते सति स मृगः प्रत्यहं तत्र गत्वा शस्यं खादति । अथ क्षेत्रं पतिना क्षेत्रं दृष्ट्वा पाशस्तत्र नियोजितः । अनन्तरं पुनरागतो मृगः पाशैर्बद्धोऽचिन्तयत् । कोसान्तिः कालपाशादिव व्याधपाशात् त्रातुं मित्रादन्यः समर्थः । तत्रान्तरे चागत्योपस्थितो जम्बूकोऽचिन्तयत् । फलितं तावदस्माकं कपटं प्रबन्धेन । सनोरथसिद्धिरपि मेवाहुल्याद् भविष्यति ।

यतः एतस्योत्कृत्यमानस्य लांसासृग् लिप्तान्वस्थीनि प्राप्तव्यानि
जया ।

- (a) Parse the underlined words.
- (b) Decline अत्यन्त, अस्थि, and सिद्धि in the accusative
(द्वितीया) locative (सप्तमी), and dative (चतुर्थी) cases
respectively.
- (c) Write grammatical notes on प्रत्यहं, and उत्कृत्यमानस्य.
- (d) State the rules of sandhi in पुनरागतो वृगः, and मनोरथ-
सिद्धिरपि.
- 2. Express in simple Sanskrit the sense of the following
extracts.

- (a) सतां सामपदं सैत्रवित्याहुर्विवुधा जनाः ॥
- (b) भविष्यद्यर्थे प्रभाशाभावात् कुन्न किं समाधातव्यम् ।
उत्पन्ने यथा कार्ये चनुष्टेयम् ॥
- (c) यदाहं तव विरुद्धमाचरामि तत्सुकृतमन्तरे चया विघृतम्
- (d) आपदां कथितः पन्था इन्द्रियाणामसंयमः ।
तज्जयः सम्पदां सारगौ येनेष्टु तेन गम्यताम् ॥
- (e) उपर्युपरि पश्यन्तः सर्वे एव दरिद्रति ॥
- (f) न्रासहेतोर्बिर्कीतिस्तु क्रियते जीविताश्रया ॥

Write grammatical notes on दरिद्रति.

3. Explain fully in Sanskrit :—

- (a) न यत्र शक्यते कर्तुं साभद्रानस्थापि दा ।
भेदस्तत्र ग्रयोक्तव्यो यतः स बज्जलारकः ॥
- (b) सित्रद्रुहः कृतघ्नस्य ल्लीभ्रस्य गुरुघातिनः ।
चतुर्णां वयस्तेषां निष्कृतिं नानुशुभ्रुमः ॥
- (c) नानाहितामि नायाजवा न चुद्रो वा न तस्फरः ।
कश्चिदासीदयोध्यायां न चावृत्तो न सङ्करः ॥

(d) अपि सन्दत्त्वमापन्नो नष्टो वापीष्टदर्शनात् ।

प्रायेण प्राणिनां भूयो दुःखावेगोऽधिको भवेत् ॥

- (1) Exound the *samsa* of the underlined words.
 - (2) Change the voices of the extracts (a), and (b).
 - (3) How are प्रयोक्तव्या and यज्ञवा formed?
 - (4) Conjugate शक् in लङ् (first preterite).
 - (5) Decline सामन् and यज्ञवन् in the nominative and accusative cases respectively.
 - (6) Parse प्रायेण, and भूयः in extracts (d).
4. Exound the *samasas* in :—

शत्रुभूतं, पीवरतनुः पुरुषाधसः, दुर्भिक्षम्, कुलिशपातो-
पसम्, सर्वज्ञाः, संयोजितकरण्युगलः, and सुनिवेशितवेशसान्ता.

5. Write down the meanings of the following words :—

विलथाः, प्रायेषवैशनम्, आधमातः, व्यसनम्, श्रीनियः,
अर्णवः, विस्त्रब्यः, and भैषजम्.

6. Correct the following sentences :—

- (a) गुणवन्तः अपत्याः भवन्तु ।
- (b) भवान् अतिथिरसि मे ।
- (c) जीवन्नरः शतानिभद्राणि पश्यति ।
- (d) चित्रकः दूरे प्रणाष्टा ।
- (e) स्तुगालः सुखेन सांखं बुभोज ।
- (f) व्याघ्राय प्रकुपितः सिंहः आथाति ।
- (g) अधनेन धनं प्रापत्वा वृशबन् सन्यति जगत् ।
- (h) तेन सम भहान् प्रीतिः सज्जातः ।

SANSKRIT.—SECOND PAPER.

MAHAMAHOPADHYAYA Pt. A.R. BHATTACHARYA, M.A., Examiner.

1. Translate into Sanskrit :—

- (a) You must be kind to animals. You must not hurt living

beings. All things that can breathe can feel as well as you can and should not be hurt.

- (b) What fine large tank ! Let us go and bathe in it. How cold the water is ! Do not go into deep water or you may be drowned. Can you swim ? No. I cannot. But I wish to learn if you will teach me.
- (c) Look how black the sky is. I think it will rain. Now it rains. Rain comes from the clouds and falls upon the earth and does a great deal of good.

2. Translate into English :—

- (a) नास्ति जीवितादन्यदभिज्ञततरं जगति सर्वजंतुनाम् ।
- (b) अपकारिषु यः साधुः साधुत्वे तत्य को गुणः ।
अपकारिषुः यः साधुः ए साधुः सद्भिरुच्यते ॥
- (c) अब्धौरलमधोधत्ते धत्ते च शिरसा लृणम् ।
अब्धेरेव हि दोषेऽयं रलं रलं लृणं लृणम् ॥
- (d) निषेवते प्रश्नस्तानि निन्दितानि न सेवते ।
अनास्तिकः अदृधान एतत् परिडितलक्षणम् ॥
- (e) अस्तिन्नं कुरुते निन्नं लिन्नं ह्रेष्टि हिनस्ति च ।
कर्म्म चारभते दुष्टं लभाहुर्सूडचेत्तत्त्वम् ॥
- (f) अनाहूतः ग्रदिशति अपुष्टो बहुभापते ।
अभिश्वरदे विश्वसिति शूदुचेता नराधमः ॥
- (g) गुलबद्द वरतुसंखर्गाद् चरति खलपीडपि नौरवन् ।
पुष्पजालासुपद्मेण सूर्यं शिरसि धर्यते ॥

HISTORY.

MISS J. ELDER RAIT, M.A. ... } Examiners.
M. CROSSE ESQ., M.A. ... }

1. Give a brief sketch of the events which led to the Norman Conquest. Mention any changes which it introduced into the laws and institutions of England.

2. Draw up a table giving the names and dates of the chief battles of the Wars of the Roses, and showing the victorious party in each case.
 3. Enumerate the chief events in the reign of Queen Elizabeth, and describe any one of them.
 4. (a) Briefly explain Pitt's policy towards France under the Revolutionary Government.
 (b) Write a short account of the chief events of the war between England and Revolutionary France up to the peace of Amiens.
 5. How did the Reform Bill amend the system of representation ? By whom was it introduced ?
 6. Give an account of the various Greek invasions of India.
 7. Trace the rise and fall of the French in India.
 8. Write brief biographical notes on each of the following :—
 (1) Amir Khan. (2) Count Lally. (3) Mir Jaffar.
 (4) Sher Shah. (5) Raghoba.
-

GEOGRAPHY.

F. G. HOUSDEN, Esq., M.A. }
 J. W. BACON, Esq., M.A. } Examiners.

1. Discuss the causes that influence the climate of particular places.
2. Show how to find (a) the latitude (b) the longitude of any station.
3. What are Coral Islands ? How are they formed ?
4. Give a detailed explanation of the formation of Springs.
5. Trace the belt of Volcanic action throughout the world.
6. Draw up a list of animals common to India and Africa. Why is the India fauna more nearly allied to the African fauna than to the Australian ?
7. Describe the river and lake systems of Africa, mention any travellers who have explored the African rivers.

8. Trace the course of the Indus.
 9. What are the following ? Give their exact localities, Liverpool, Tasmania, Nijnei-Novogorod, Silhet, Bulgaria, Arcot. Damascus, Newcastle, Khartoum, Niagara.
 10. Draw a neat map of Australia.
 11. Sketch the river systems of England, indicating the positions of the chief towns on the river-banks.
-

GEOMETRICAL DRAWING.

G. T. SPARKE, Esq. Examiner.

1. Make a scale $3\frac{3}{4}$ inches long to read feet and inches. Representative fraction $\frac{1}{10}$.
 2. Construct a scale of chords to read to 10.
 3. Construct an ellipse with diameters of 3 and $1\frac{3}{4}$ inches.
 4. Construct a triangle with sides of 2, $2\frac{3}{4}$ and $3\frac{1}{2}$ inches respectively, and within it construct a similar triangle with one side 1·5 inches.
 5. In a circle with diameter of 2·5 inches construct a rectangle having two opposite sides 1·25 inches long and describe an equilateral triangle about the circle touching the circle at a given point B.
-

ELEMENTARY PHYSICS AND CHEMISTRY.

E. G. HILL, Esq., Examiner.

1. Define "force." What do you mean by the force of gravity ? A large stone is suspended from a wooden beam by a piece of rope : state what would happen if there were no such thing as the force which is called cohesion.

2. What is the difference between solids, liquids, and gasses ? Explain carefully the properties which are peculiar to each.

A square block of ice is heated till it all passes away as steam : write down all the changes which take place.

3. Make a careful drawing of a common water-pump and describe its action in full.

4. Describe an experiment showing that metals do not conduct heat equally. Explain how you would graduate a centigrade mercurial thermometer.

5. Describe a Grove's battery ? Why is this an improvement on Volta's battery ? How can you make a magnet, from your battery and a piece of soft iron ?

6. What is the difference between hard and soft water ? A certain kind of hard water can be made soft by boiling. Explain this. Is river water ever hard ? If so over what sort of bed does the river probably flow ?

7. What is coal, and what is coal gas ? - Describe an experiment by which coal gas can be prepared. What else can be prepared from coal besides gas ?

8. What is the difference between wrought iron, cast iron and steel ? For what is each used ? How is iron got from haemetic iron ore ?

9. What is the action of plants and animals on the air ? If there were no plants what would happen to all the animals. Give reasons for your answer.

10. Give briefly one method only for the preparation of Nitrogen, Oxygen and Hydrogen.

Which of the following are metals and which are elements ?

Carbon, Potassium, Red Lead, White Lead,
Salt, Nitre, Potashes, Magnesium.

BOOK-KEEPING.

BABU RAM KUMAR SIRCAR Examiner.

1. What ought a merchant's Books to shew ?

2. Which side of an account Book is allotted to debit account and which to credit account ?

3. What is the Book-keeping by Double entry and why is it so called ?

4. Which side of a Cash Book is always the greatest, and why ?

5. What is the Ledger ?

6. At the end of a year a Merchant balances his Ledger : describe the process.

7. Is each entry of Bills Receivable posted to the Dr. or Cr. of the person from whom the bill has been received.

8. Construct a Day Book, an Invoices Book, a Cash Book, a Ledger and a Trial Balance-sheet form the following transactions.

	Rs. AS. P.
April 1st J. Smith commenced business with	... 2,500 0 0
Do. 2nd Paid into Meerut Bank	... 1,500 0 0
Do. 3rd Bought from John Bell & Co., Cawnpore.	
40 lbs. Assam tea @ 0-12-0	... 30 0 0
10 bags Rosa Sugar, 60 lbs. @ 0-2-8	... 10 0 0
24 tins mixed Biscuits @ 0-14-0	21 0 0
	<hr/> 61 0 0
	Rs. AS. P.
April 4th Paid Trade expenses carriage	... 4 2 0
Do. 5th Paid for shop Furniture	... 45 0 0
Do. 9th Sold Goods for cash	... 15 7 0
Do. 15th Drawn from Meerut Bank	... 150 0 0
Do. 18th Bought from Ramji Mul of Bareilly 20 bags table rice 50 mds. @ 7-8-0	... 375 0 0
5 bags coarse rice, 10 mds. @ 5-4-0	... 26 4 0
25 bags	... 3 12 0
	<hr/> 405 0 0
Do. 20th Bought Goods for cash	... 59 6 0
Do. 22nd Drawn by J. Smith	... 25 0 0
Do. 23rd Paid Trade Expenses, Income Tax	... 10 0 0
Do. 25th Sold Goods for cash	... 7 3 0
Do. 26th Sold to George Lloyd, Agra, 2 bags rosa sugar, 12lbs. @ 0-3-3 5 lbs. Assam tea @ 1-0-0 Packing	2 7 0 5 0 0 0 4 0
	<hr/> 7 11 0
April 28th Sold to W. Hobson, Moradabad, 10 mds. Table rice @ 9-0-0 Packings and other charges	... 90 0 0 ... 1 12 0
	<hr/> 91 12 0
Do. 29th Paid to Ramji Mul of Bareilly Discount allowed	... 380 12 0 ... 24 4 0

9. What is the use of a Trial Balance-sheet?

10. How do you ascertain the state of your affairs at the end of the year or at any other convenient time ?

11. What is the meaning of the term "Taking Stock" ?

12. Give abbreviations of the following terms :—

Account.

Errors Excepted.

On account of.

Per cent.

POLITICAL ECONOMY.

A. H. PIRIE, ESQ. Examiner.

1. (a) Define "wealth." Is a State Railway, a Public Park, or a Public Library wealth ?
- (b) State the aims of Socialism, and point out the existing reasons against it.
2. (a) Define "money." Why are *kauris* unsuitable as money ?
- (b) Why did the Mercantile System encourage exports and discourage imports ?
- (c) Can you account for the fact that a rupee now contains only 13 annas worth of silver ?
3. (a) Explain Ricardo's theory of the rent of land. Ought the landowner to get all or any part of the increment of profit accruing from a sudden rise in the price of agricultural produce ?
- (b) Distinguish between the Revenue and Rent of the land in India.
4. (a) State the causes which determine the prices (1) of agricultural produce, (2) of manufactured commodities.
- (b) Explain how an increased demand for a commodity may cause a fall in its price.
5. (a) Show that there is a conflict of interests between the labourer and capitalist in the distribution of wealth produced.
- (b) Explain the system by which English workmen manage to secure the highest possible wages.
- (c) What happens when the workmen claim and obtain higher wages than they have a fair right to ?
- (d) Why do English capitalists invest money in the construction of Indian railway ?
6. Distinguish between the policy of free Trade and that of Protection ; and show the result of the former on the price of

food in England, and of the latter on the price of manufactured goods in America.

7. Explain the nature and advantages of Bills of Exchange. Can you account for the fact, that if I purchase goods from Alexandria in Egypt, the merchant there will gladly accept payment by a Bill of Exchange payable in London?

8. (a) Enunciate Adam Smith's four canons of taxation.
 (b) Distinguish, giving examples, between direct and indirect taxation. Which of these is more suitable to India and why?

ENTRANCE AND SCHOOL-FINAL EXAMINATIONS 1899.

A. MEFF, ESQ., M. A.,	...	... } Examiners.
J. C. KEMPSTER, ESQ.,	...	... }
MISS BAILEY	...	... }

(N.B.—Correct answers to question 12 and any eight out of questions 1—11 will carry full marks.)

ENGLISH.—FIRST PAPER.

1. Explain the following passages :—

(a) Then none was for a party
 Then all were for the state.

(b) As we wax hot in faction
 In battle we wax cold.

(c) Evening and morn the Thirty.
 Have turned the verses o'er,
 Traced from the right on linen white
 By mighty seers of yore.

(d) The harvests of Arretium
 This year old men shall reap ;
 This year young boys in Umbro
 Shall plunge the struggling sheep ;
 And in the vats of Luna
 This year the must shall foam
 Round the white feet of laughing girls
 Whose sires have marched to Rome.

(e) the holy maidens
 Who feed the eternal flame.

2. Describe in your own language (in about a dozen sentences) Horatius " gallant feat of arms."
3. Express in simple language the thought contained in each of the following passages :—
 - (a) My heart untravelled fondly turns to thee
Still to my brother turns, with ceaseless pain
And drags at each remove a lengthening chain.
 - (b) Though poor the peasant's hut, his feasts tho' small,
He sees his little lot, the lot of all ;
Sees no contiguous palace rear its head
To shame the meanness of his humble shed ;
No costly lord the sumptuous banquet deal
To make him loathe his vegetable meal ;
But calm and bred in ignorance and toil
Each wish contracting, fits him to the soil.
Cheerful at morn he wakes from short repose,
Breathes the keen air, and carols as he goes ;
With patient angle trolls the finny deep,
Or drives his vent'rous ploughshare to the steep ;
Or seeks the den where snow tracks mark the way
And drags the struggling savage into day.
4. Give the substance of what Goldsmith says with regard to the characteristics of the French people.
5. While the present ocean, rising o'er the pile.
Sees an amphibious world beneath him smile.
What country is here described ? Show the appropriateness of the description.
6. Why is the *Traveller* called a *Prospect of Society* ?
7. Describe in about a dozen sentences how Perseus slew the Gorgon.
8. ' Each of us has a golden Fleece to seek and a wild sea to sail over ere we reach it, and dangers to fight ere it be ours.'
Fully explain the above Metaphor.
9. Write a short account of how Thesus fell by his own pride.

10. Explain the following terms :—

- (a) daily routine, (b) an eddy of wind, (c) live-stock
- (d) stockade, (e) privateer, (f) convalescence.

11. Explain the phrases in thick type :—

- (a) the ship, in consequence of the failure of the house
for which it was built, was to be sold.
- (b) I was considered as some body
- (c) I was well-off
- (d) I signed my indentures.
- (e) His advances towards me were very coolly received.
- (f) I naturally took to everything connected with the sea.
- (g) Putting everything to rights.
- (h) I determined to go before the mast.
- (i) I am weaned from the things of this world.
- (j) The boy who was on his good behaviour stood sentry over it as brave as a judge.

12. (a) Wouldst shape a noble life ? Then cast
No backward glances on the past.
And though some what be lost and gone,
Yet do thou act as one new-born.
What each day wants, that shalt thou ask ;
Each day will set its proper task.
Give others' work just share of praise
Not of thine own the merits raise.
Beware no follow-man thou hate
And so in God's hand leave thy fate.

(b) If I were to pray for a taste which should stand me instead under every variety of circumstances and be a source of happiness to me through life and a shield against its ills however things might go amiss and the world frown upon me, it would be a taste for reading. Give a man this taste, and the means of gratifying it, and you can hardly fail of making a happy man, unless indeed you put into his hands a most perverse selection of books. You place him in contact with the best society in every period of history, with the wisest and the purest characters that have adorned humanity. You make him a denizen of all nations--a contemporary of

all ages. The world has been created for him. It is hardly possible but the character of the reader should take a higher and better tone from the constant habit of associating in thought with a class of thinkers, to say the least of it, above the average of humanity.

Rewrite the above passages in your own words so as to bring out their meaning fully and clearly, omitting no idea expressed in the original.

SUPPLEMENT.

1. It has been said that 'Goldsmith in writing the Deserted Village had not only an artistic but also a didactic purpose.' Explain the distinction here made.

2. Give, in your own words, a sketch of the character of the clergyman, in the Deserted Village,

3. Explain the following passages :—

(a) Along the lawn where scattered hamlets rose,
Unwieldy wealth and cumbrous pomp repose,
And every want to opulence allied,
And every pang that folly pays to pride.

(b) I still had hopes my latest hours to crown,
Amidst these humble bowers to lay me down ;
To husband out life's taper at the close,
And keep the flame from wasting by repose.

(c) Where then, ah ! where shall poverty reside,
To scape the pressure of contiguous pride?
If to some common's fenceless limits strayed
He drives his flock to pick the scanty blade,
Those fenceless fields the sons of wealth divide,
And even the bareworn common is denied.

(d) Those poisonous field with rank luxuriance crown'd
Where the dark scorpion gathers death a round ;
Where at each step the stranger fears to wake,
The rattling terrors of the vengeful snake ;
While oft in whirls the mad tornado flies,
Mingling the ravaged landscape with the skies.

ENGLISH.—SECOND PAPER.

F. W. SUDMERSEN, ESQ., M.A.,	... } W. A. HIRST, ESQ., B. A.	... } C. H. LINTON, ESQ., M. A.	<i>Examiners.</i>
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1. Correct the following sentences where necessary and give reasons for your corrections :—

- (a) He is a man whom I think deserves encouragement.
- (b) He was angry at me asking the question.
- (c) Sense and not riches win esteem.
- (d) We must remember it is their circumstances, not they who are to blame.
- (e) You did not ought to do that.
- (f) I think I will be gone by the time you come.

2. Expand the following words and phrases in thick type into the subordinate sentences and state the kind of each subordinate sentence so formed.

- (a) Things seen are mightier than things heard.
- (b) He was too lazy to work.
- (c) The Ancient Britons rode in chariots with curved knives fastened to the wheel.
- (d) He did his work as usual.
- (e) The Commons resolved not to yield.
- (f) There was no danger of his being betrayed.

3. Supply the missing words in the following sentences :—

- (a) The speeches of Mr. Gladstone were characterisedeloquence.
- (b) He jumped.....the top of the wall and fell.....the platform.....the water.
- (c) He hurried.....the park, stalking.....the pathsthe trees.
- (d) He exposed himself.....the cold.....the doctor's warning.
- (e) He did nothing.....laugh.
- (f) The poor were dying.....hunger.
- (g) Wait.....I am ready ; listen.....I sing.

4. (1) In the following sentences some of the words are incorrectly used. You are required to supply more appropriate ones without otherwise altering the sentences.

- (a) His object was to form subordinary alliances with the native princes.
- (b) He won't do more than he can help.
- (c) I acquiesce with you that his character is undeniable.
- (d) By this means they will judge what to choose.
- (e) Some may doubt that his partiality has carried him too far.

(2) What word would you employ to fill up the blank space in the following sentence :—

"The Angel of Death has been abroad through the land; we may almost hear the.....of his wings."

5. Explain the difference in meaning between the following sentences :—

- (a) Do you say that he Will not return ?
- (b) Do you say that he should not return ?
- (c) Do you say that he shall not return ?
- (d) Do you say that he may not return ?

6. Parse the words in thick type :—

- (a) He is fond of learning music.
- (b) The ups and downs of life must come.
- (c) A man's a man for all that.
- (d) It is a joyful thing to dwell together in unity.
- (e) In digging the ground where I was working I found the spade of a working man.
- (f) How far that little candle throws his beams !

7. Analyse the following sentences :—

- (a) With him, directing his household,
Gentle Evangeline lived his child, and the pride
of the village.
- (b) The visitors arrived at a time when all was confusion
- (c) While we hear
The tides of music's golden sea
Setting towards eternity,
Uplifted high in heart and hope are we,
Until we doubt not that for one so true
There must be other nobler work to do.

8. You are required to join together the following sentences, by the use of connecting words and proper punctuation marks, so as to make one sentence of the whole. The less important sentences should be made into subordinate ones.

- (a) The low murmur of the pupil's voices could be heard from this spot, on a drowsy summer day.
- (b) The pupils were conning over their lessons.
- (c) The sound was like the hum of a bee-hive.
- (d) The sound was interrupted, now and then, by the authoritative voice of the master.
- (e) The sound was interrupted, too, at times, by the appaling sound of the birch.
- (f) The master was urging some tardy loiterer along the flowery path of knowledge.

9. Re-write the following, changing indirect into direct speech, and direct into indirect, but making no other change.

A tall stranger entered the office and enquired of the clerk whether his master was within, to which the latter responded in the affirmative.

'Is he alone?' enquired the stranger.

'I believe he is sir' replied the clerk.

'Show me to his room, without announcing me,' said the stranger.

'What do you mean, Sir,' said the clerk.

'Are you deaf?' enquired the stranger.

'No, Sir.'

'Show me to your master's room without announcing me.'

THIRD PAPER.

(Translation from Urdu.)

C. DODD, Esq., ... } Examiners.
REV. E. S. OAKLEY, M.A., ... }

Translate into English :—

اندھوں پہلے ایک گاؤں تھا۔ ادھلیا بائی کے وقت میں (a)
شہر ہو گیا۔ اوسکو اپنی رعایا کے مال میں کچھ بھی لا لچ

فہ تھی اوسکی راج میں جو کسی بڑی بڑتی ہوتی تو اوسکو اپنی ہی بڑتی سمجھتی تھی - گرمیوں میں جا بجا پنسلے بیدتھاتی تھی جاروں میں کھل اور کپڑے بانٹتی اور بھوکھونکو جھناٹک بن پڑتی کھانیکو دیتی تھی - اوسکے دلکی رحبت کا ایک چھوٹا سا فہونہ یہ ہے کہ ندی میں سچھلیبیونکو کھلانے کے لئے آدمی فوکر تھے اور چڑیوں کے لئے پکے ہوئے کھیت مول لئے جاتے تھے - اوسکے عقل کا ذر اور راج کا عہدہ بندوبست اسی بات سے ظاہر ہوتا ہے کہ اگے بہلیوں کے لوت مارسے بیوپاریوںکو راستہ چلنا مشکل ہو گیا تھا لیکن جب سے اوسنے یہ بندوبست کر دیا کہ بھیل لوگ خود پڑوڑی کے لئے ایک اڈھیلا فی بیل بیوپاریوں سے لیا کریں اور راستہ کی حفاظت رکھیں - اگر اونکے علاقہ میں کسیکا مال چوری جاوے تو وے دام دام بھر دیوں فہیں تو سزا واجب پاویں قب سے چوری چپاری لوت مار اون جنگل اور پہاڑوں میں بہت گھٹ گئی *

زمانہ گذشتہ میں ایک بڑی دیت یہ تھی کہ (b) مرد اور عورت اور انکے بھی کائے بکریوںکے مافند بکا کرتے تھے - اور جو اونکو مول لیتا تھا اوسکے وی غلام کھلاتے تھے - یہ غلام اپنی مالک کی خدمت کرتے تھے - جسکام میں یہ اونکو لگاتا تھا وہی اونکو کرفنا پڑتا تھا چاہے اونکا دل اوس کام کرفیکو چاہے یا نہ چاہے نہ اونکو تنخواہ ملتی تھی نہ محنت کی مزدوری دیتے تھے - سارے دنکی خدمت کے بعد مالک من مانا بھلا برا کھانا اونکو کھانیکرنے لئے دیدیتا اور اونکو وہی کھانا پڑتا تھا - خدا کا شکر ہے کہ اب یہ بے رحمتی کی دیت تنقیریدا ہر ایک مالک سے اونکہ گئی ہے - اگلے زمانہ میں غلاموںکو بہت تکمیلیف تھی - بہت پرے جاہل پاچی

اونکو اپنا مال سمجھو کر انکو بہت بورے طرور سے روکھا کرتے تھے - کام بہت سختی سے لیتے تھے اور کھانے پہنچنے میں بہت سختی کرتے تھے - بیچارے غلام بھائی بھی فہریں سیکتے تھے کیونکہ پھر پکڑے جاتے تھے تو انکو اور بھی بُری سزا بھیں ملتی تھیں - جیتے جی شیر کو کھلوا دئے جاتے تھے اور ہاتھی کے پاؤں سے کھلوائے جاتے تھے *

Translate into English:-

A.

Inn-daur parhile ek gantv ya aahatya vardi ke sambandh mein shahar hussra. Praja ke dhan mein usse kuchh bhi loibh n ya. Jo usske rajy mein kisise koi vadhtee hoती to usse vadhu aapnae hui vadhtee sambhutti thi. Garjhiyon mein jagdh 2 paoen mali vintaati thi jaangi mein ksmval aaur kapde vantaati aaur bhruon ki jahaan tak ban padhta khane ko dekhi thi. Usse sambandh ka ek khota sa droupant yeh hai ki nadri mein jhaliliyon ki khilane ke liye aadmi nai kar ye. Aaur chidhiyon ke liye pakhe hua khet jole liye jata ye. Usseki duhunda ka vil aaur rajy ka arachha pravandh issi vata se pragat hoata hai ki aage bholeon ke loutmara se vyapariviyon ki vata chalna kartin ho gaya ya parantu jab se yeh pravandh kar diya ki bhole lioig aapne nirvaah kia arghelaa vil vyapariviyon se liya karne aaur rashteran ki chauksaard rakhne. Yadi unke ilakhe mein kisise ka jaal chorri jaay to ve daam 2 bhar devon naho to unchit dhol paavne. Tab se chorri chmarri lout jhaar un jhool aaur phaadion mein bahut ghad garde thi ॥

B.

पहिले समय में एक बड़ी बुरी रीति यह थी कि नर नारी और उनके बच्चे भी गाय बकरियों की भाँति बिका करते थे। और जो इनको भोल लेता था वे उसके दास कहलाते थे। ये दास अपने स्वामी की सेवा करते थे जिस काम में यह उनको लगाता था वही उनको करना पड़ता था। चाहे उसका मन उस काम करने को चाहे वा न चाहे। न इनको बेतन मिलती थी न मिहनत भजदूरी देते थे। सारे दिन की सेवा के पीछे स्वामी मनमाना भला बुरा भोजन इनको खाने के लिये देता था और इनको वही खाना पड़ता था। ईश्वर को धन्यवाद है कि अब यह निर्दयता की रीति प्रायः हर एक देश से उठ गई है। पहिले समय में दासों को बड़ा क्षेत्र था। बहुतेरे दुष्ट सूखे इनको अपना धन जान कर इनको बड़ी बुरी तरह से रखा करते थे। काम बड़ी कठिनाई से लेते थे और खाने पहिनने में बड़ी तड़ी करते थे। बैंचारे दास भाग भी नहीं सकते थे क्योंकि फिर पकड़ जाते थे तो इनको और भी बड़े दण्ड मिलते थे। जीते जी सिंह से भक्षण करवाये जाते थे। हाथी के पांव से कुचलवाये जाते थे ॥

MATHEMATICS.—FIRST PAPER.

BABU BENI MADHAV SIRCAR, M.A., ... }
J. W. BACON, Esq., M.A., ... } Examiners.

(Full marks will be given for nine questions correctly
answered.)

1. Simplify :—

$$\frac{\frac{1}{2} + \frac{1}{3}}{\frac{1}{15}} \text{ of } (1 + 5\frac{1}{2}) + \frac{5}{6} \text{ of } \frac{1}{2} \text{ of } (7 - 2\frac{2}{5}) - \frac{1}{3}$$

and express $\frac{2}{3}$ of Re. 1-5 as, as the decimal of Re. 1-4 as.

2. A number may be divided by 125 by multiplying it by 8, and then marking off the last three digits as decimals. Explain the reason for this; and divide 5335 by 125.

3. What is the meaning of an "aliquot part?"

Find by Practice the value of 24 tons 3 cwts. 2 qrs. 25 lbs. at £ 17-11s-6d. per ton.

4. A piece of work can be done in 72 days by 17 men working together. If after 9 days of work, these are joined by 4 others, in how many days will the work be finished?

5. Extract the square root of 5 and of 5 each to 4 places of decimals; and shew that the square root of .4 is .6.

6. What is the difference between the interest on a bill £138-13s-4d. for 3 months, at $\frac{1}{4}$ per cent., per annum, and the discount on the same for a quarter of a year, at the same rate?

7. (a) A speculator sells at a profit of 50 per cent.; but this purchaser fails, and only pays 8 as. in the Rupee. How much per cent. does the speculator gain or lose by his venture?

(b) A person investing in the four per cents. receives 5 per cent. for his money. What is the price of stock?

8. Find the difference between $(1+x)^3 + (1+x)^2y + (1+x)yz^2 + yz^2$ and $3x(x+1) + y(y+1) + 2xy + 1$ and find by what expression this difference must be multiplied that the product may be $y^4 - x^4$.

9. Find the Highest Common Divisor of $x^5 - 4x^3 - x^2 + 2x + 2$ and $x^5 - x^2 - 2x + 2$ and find such a value of x as will make both the expressions vanish.

10. Resolve the following expressions into factors.

(i) $x^4 - 10x^2 + 9$. (ii) $a^2(a+b+c)^2 - c^2(b+c-a)^2$
and extract the square root of

$$\left(\frac{x+1}{x}\right)^2 - 4\left(\frac{x+1}{x}\right)$$

11. Solve the equations.

$$(i) \frac{x+a}{x-a} - \frac{x-b}{x+b} = \frac{2(a+b)}{x}$$

$$(ii) \frac{1}{x} + \frac{1}{y} = \frac{5}{6}; \quad 3x+2y=2xy.$$

12. Express the sum of the fractions

$$\frac{1}{x(x-y)(x-z)} + \frac{1}{y(y-z)(y-x)} \text{ and } \frac{1}{z(z-x)(z-y)}$$

in its simplest form.

13. If $\frac{x}{a} = \frac{y}{b}$ prove that

$$\frac{x^2+a^2}{x+a} + \frac{y^2+b^2}{y+b} = \frac{(x+y)^2+(a+b)^2}{(x+y)+(a+b)}.$$

SECOND PAPER.

BABU UMESH C. GHOSE, M.A.

MAHAMAHOPADHAYAYA PT. SUDHAKAR DUBE } Examiners.

(Full marks will be given for any nine questions correctly answered.)

1. State Euclid's twelfth axiom. Prove that if a straight line fall on two parallel straight lines, it makes the two interior angles on the same side together equal to two right angles.

Prove that two different straight lines, cannot be drawn through the same point parallel to a given straight line.

2. Prove that, in a right-angled triangle, the square described on the hypotenuse is equal to the sum of the squares described on the other two sides.

3. If a straight line is divided into any two parts, prove that the square on the whole line is equal to the sum of the squares on the two parts together with twice the rectangle contained by the two parts.

In a right-angled triangle, if a perpendicular is drawn from the right angle to the hypotenuse, the square on this perpendicular is equal to the rectangle contained by the segments of the hypotenuse.

4. Describe a square that shall be equal to a given rectilineal figure.

Given a square and one side of a rectangle which is equal to the square : find the other side.

5. Prove that angles in the same segment of a circle are equal.

If a series of triangles are drawn standing on the same base and having a given vertical angle, shew that the bisectors of their vertical angles all pass through a fixed point.

6. On a given straight line describe a segment of a circle which shall contain an angle equal to a given angle.

Construct a triangle, having given the base, the vertical angle and the altitude.

7. Inscribe a circle, in a given triangle.

Describe a circle, touching one side of a triangle and the other two produced.

8. Describe an isosceles triangle having each of the angles at the base double of the vertical angle.

9. The sides of a triangle are 5 inches, 7 inches and 8 inches respectively. Find the side of an equilateral triangle which is equal in area to this triangle. Give your result in inches correct to two places of decimals.

10. The chord of an arc of a circle is 5 yds. 1 ft. and its height, 2 ft. : find the length of the diameter of the circle.

11. The two parallel sides of a trapezium measure 58 yds. and 42 yds. respectively ; the other sides are equal, each being 17 yds. ; find its area.

12. Draw a rough sketch of the field and find its area from the accompanying field-book :

	Links.	
A	0	
390	0	
250	40	
200	30	
100	0	
C	0	
turn		
to the		
B		
B	left	
450	10	
200	40	
100	70	
From		
A		
		go East

ARABIC.—FIRST PAPER.

SHAMS-UL-ULMA M. S. AMJAD ALL, M.A. ... Examiner.

1. Translate the following into English :—

قال بهرام ذكرها والله اعلم انه كان بهدينته الكوفة رجل من
وجوه اهلها يقال له البربيع ابن حاتم و كان كثيرون منها مرفقا
الحال و كان قدر زق وكذا فسهاه ذعنة الله—فبدينهما هودات يوم
بدكة النخاسين اذ نظر الي جارية تعرض النبييع و علي يدها
وصيغة صغيره بدبيعة في المحسن والمجمال فاشعار البربيع الي
النخاس و قال له يكم هذه الجارية وابنتها . فقال بخيه سفين
دينارا—فقال البربيع اكتب العهد و خداها و سليمه كبو ولاها
ثم دفع للنخاس ثمن الجارية و اعطيه دلالته و قسلم الجارية

وابنته و مضي بهما الي بيته—فلها نضرت ابنته عهه الي
الجارية قالت له يا ابن العم ما هذه الجارية — قال لها
اشتريتها رغبة في هذه الصغيرة التي علي يديها و اعلمه
انها اذا كبرت ما يكون في بلاد العرب والخem مثلها ولا
اجهل منها فقللت له ابنته عهه ذعم ما رأيت — ثم قالت

للمجاري ما أسيك ففقالت لها يا ستي أسيي ترفيق - قالت و
ما اسم اينتك قالت سجد - قالت صدقـت لقد سجدت و سجد
من اشتراك ثم قالت يا ابن هردي ما تسميهما قال ما تشتارونه
قالت نسميهما ذمم - قال البريج فهم ما افکرت فيه - فهم ان
الصيغة ذمم قربت منه فجوة بن البريج في مهد واحد الي
حيث بلغا من العمر عشرين و كان كل واحد منها احسن
من صاحبها و صار الكلام يقول لها يا اختي وهي تقول له يا اختي -

2. Re-write, very carefully, with diacritical marks, the underlined expressions in the above extract and give their literal as well as their transferred senses mentioning which is meant here.

3. Explain the following expressions in the above extract :—

رجوه اشتها - دكة النشاشيين - الهرد - قربت -

4. Translate the following into English :—

انظر الي ما قرئ لها الرجل * وكيف على حذر من قبل قربت
و تدم الزاد من خير قبوره * فكل ساكن دار سوت يرتحل
وانظر على محشر زادوا من اذائهم * فاصبحوا في التهري وهناك بهم اهلاوا
بنوابها فتح البنية وادخرها * لم ينفعهم مائتهم لهم انتقامي الاجل
كم ادوا غير مقدور لهم فهمروا * الي القبور ولم ينفعهم الامل
واستنزلوا من اعلى عز قبرتهم * لذل ضيق لعود ساع ما ذروا
فيما اعدتم صارع من بعد ما دفعوا * اين الاسرة والتبستان والحلل
اين الوجوه التي كانت متجهة من دونها تضرب الاستوار والهتلل
غافضها القبر عقيم حسب ما لهم اما المخدود فنهما الورى منتقل
قد طال ما الكلويوم ما شربوا * فاصبحوا بعد طيوب الاكل قد اكلوا

5. Re-write the above extract with diacritical marks very carefully.

6. Give the singulars or plurals, as the case may be, of the following with English meanings of each as well as their roots :—

رجل - دار - اعازى - اسرة - قيچان - حمل - مدينة - مال
يوم - خدوش - ساکن - جاویدہ

ARABIC.—SECOND PAPER.

MAULVI HAHOMED YUSUF JAFRI, ... Examiner.

1. Translate the following sentences into Arabic and give vowel-points to your translation :—

He was glad at the death of his rival. I sold the book which you gave me. A good name excels riches. Death pities none be he rich or poor. I wrote a letter to your brother in the month of Ramazan. He took away my money, and now desires to take my life from me. Whosoever spars the bad, does harm to the good. When he came to the town, all the inhabitants came out to meet him. He that has little money, has likewise little credit. A friend cannot be known in prosperity; and an enemy cannot be hidden in adversity. Zaid's brother is good child, because he reads his book. The mad and the woman, whom you saw yesterday, are dead to day, and will be buried to-morrow. One day of a wise man is worth the whole life of a fool. Wise men have their mouth in their heart, fools their heart in their mouth. Knowing is worth nothing, unless we do the good we know. He who has no children does not know what love means. I bought two horses for four hundred and fifteen dirhams.

2. Translate the following into English :—

اعلم ايها الولى الجزيز ان - الله تعالى خلقك لتسهي في خدمته - فتجده وتنسبه في الخدو والأصال * اجمل الله صاحبها ودع الناس جافها * يا ابن آدم اخرج حب الدنيا من قلبك - فإنه لا يجيئه حب الدنيا وحب الله في قلب واحد * حكي ان ملك بنى قصر و قال - انظروا و ان كان فيه عيب فاصلحوه - فقال رجل من الزهاد - اري فيه عيبين - فقال الملك صدقت - ثم قال يوموت الملك ويغرب القصر - فقال الملك صدقت - ثم اقبل على الله وترك القصر والدنيا وساج في الميرادي زاهدا * مثل الدنيا كمثل الظل - اذا رأيته حسبته ساكنا - وهو يحيى دارها - وكذلك عنتر الاذسان يمرون بالندى يبع على الدوام و

ينقص كل لحظة * قال أفالاطون - لا تصعب اشر - فان طبعك
يسرق من طبعه شرا وانت لا تعلم * قيل لحكيم - اي الهموك
افضل - ملك اليونان ام ملك الفرس فقال - من ملك غضبه
و شهو تدعيه افضل * ايكم والحسد فان الحسد يا كل الحسنات.
كما تأكل النار الحطت * اذا احب الله عبدا اكثر غشه - و اذا
ابغض عبدا اكثر ذباه * ايام الدهر ثلاثة - يوم مضي لا يعود
اليك - ويوم انت فيه لا يدوم عليك - ويوم مستقبل لا تدرى
ما حاله ولا تعرف من اهلها *

3. Define اعمال; mention its division and subdivision, and give an example of each.

4. Define مبني and معرب ; مبني معرب and state which of the following words are مبني and which معرب —

هذا - يقول - ليس - هؤلاء - حكيم - يوسف

5. Give the various significations and Governments of ما and ال with illustrations.

6. Write down the following صفات منصرف through all the genders, numbers and persons.

PERSIAN.—FIRST PAPER.

MAULVI SYED ABDULLAH,
SHAMS-ULAMA M. ABDUL JALIL. ... } Examiners.

1. Translate the following passages into English, and add etymological or historical notes on :—

عباسیان - قرآن - دولت - ریش - فرعون مرصع - دائم موسی
مرقع - توانگر - درویش - غرہ - بازار گانان - خانوادہ - فیلسوف -

آل عبا - طولون - جدا یں سلطان - حاکم بامر الله *

(۱) توانگر فاسق کلوخ زر اندوست و درویش صالح شاهد
خاک آلوہ - این یکے دائم موسی ست مرصع و آن ریش فرعون
مرضع و لیکن شدت نیکان روی در درج دارہ و دولت بدان

سر در نشیب *

تلہیز بے ارادت عاشق بے زرست و زوندہ بے معرفت منع
بے پو عالم بے عمل درخت بے برو زادہ بیچلم خانہ بے ذر مراد
از نزول قرآن تھیل سیرت خوبست نہ تو قبل سوت مکتب
(b) مسجد طوکون - آنرا امیرے از آن عباشیان کردہ است
کہ حاکم مصروف بودہ است - و بروزگار حاکم بامن الله که جدا این
سلطان بود فرزندان این طوکون بیامدہ اند و این مسجد را
بے سی هزار دینار مغربی فروختند *

هوابی مکہ عظیم گرم باشد و آخر بهمن ماه قدیم خیار
باد و نیگ و باد نیجان تازہ دیدم انجما و این ثبوت چهارم
که به مکہ رسیدم غرہ و جب سنه اثنی واربعین واربعهائی
قا بیستم ذی الحجه به مکہ مجاور بودم پانزدهم فروردین
قدیم انگور رسیده بود و اول اردی بهشت خریزه فراوان *

2. Of the following passages translate:—

- (a) into English, word for word
 paraphrase (b) in Persian, changing from 15 to
 20 words.

explain (c) in Persian referring to the context,
given the sense (d) in Persian.

(a) هرگاه ذکر مقدمه یا نقل ستر گذشتی بزرگان جواہر
فشنان میروند مراتب سلامت و جزاالت و مدارج براعات و بلافت
چنان رعایت می یابد که دشوار پسندان سخن طراز و دقیقه
شناسان مجذب پرداز قلائد فوائد آنرا آویزه گوش حقایق
نیوش میگردند آنند *

(b) به همهین رفتار پسندیده کشور خویش را چنان بزرگ
کرد که گویند بربین کشورش تادریایی مازندران خاور هندوستان
فرودین مصروف و دریای سوچ باخته فرات - و واپسین پیغمبران
در روزگار وی بجهان آمد *

(c) الحق بے چنان میدانے وسیع آویزه چنیں دو عفریت
منظر کوہ پیکر بر روی کار نیاید - در زیر دست و پای ایں

دو بے ستون با چار ستون در اثناء گریز و تعاقب جهانی
دست خوش و پا مال گردید *

(d) خط زیب نهاد آن معدن مکارم و معالمی که بر خط مهوشان
خطه دلربائی خط فسخ کشیده با شکستگی کمال درستی دارد
حسن فخر هندوستان چون فخر هند حسن هند عالیه گیرست فخر
شناسان و حسن پرستان هر دیار سر او را اسیزد *

3. Give equivalent phrases to the following idioms:—

فعل در آتش شدن - سرخ زیبایی کردن - بروی و وز افتادن -
از پا در آوردن - پیش باز فهودن - گنج حکای کردن -

4. Explain the allusions in the following couplets and
name the author of each:—

عصای کلیم اند بسیار خوار
پس آنگه فهایند خود را فزار
سام که سیمیرغ پسر گیو داشت
بود جوان گرچه پسر پیر داشت
ای زاده زیاد نکردست هیچگاه
نه رو داین عهل که تو شداد کرد
ز دانند کان بشنو امروز قول
که فردا نکیرت بپرسد فهول

5. Translate into English:—

ز هرم مکش سوی پیکار خویش
گرفته مزن با گرفتار خویش
من اربا تو چردم بهنگام کیس
شوم قایم اند از روی زمین
بازی چرخ بشکندش بیضه در کلاه
ذیر آکه عرض شعبده باهله راز کرد

این مطلب از کیجاست که سانه عراق ساخت
و آهنگ باز گشت براہ حجاء کرد

- شایسته of امر حاضر and صاضی و مستقبل، متکلم حاصل مصدر اسم فاعل formed in Persian?
(b) How are and formed in Persian?
(c) Analyse, using Persian Grammatical technicalities:

(a) حال دلهم چه گوییت هست پغم سرشنی

خون شدگ شکسته سوخته برشته

(b) جان زندگی از چشم پوش تو دارد

دل بستگی از سنبلاع گل پوش تو دارد

PERSIAN.—SECOND PAPER.

MAULVI SYED KALAN, M.A., } Examiners.
MR. M. AHMAD, }

1. Translation the following passages into English:

(a) سقراط در عهد خود حکیمیت با کمال و عدیم الہتال بود و خلائق را با امر الهی هدایت می فرمود - و از ارتکاب ذواہی امتناع می نمود - مردمان ضلالت کیش و بطالت اندیش به عداوت او پرداختند - و پادشاه ان وقت را بقتل او ترغیب دادند - پادشاه بجهت دفع فتنه عوام و رفع فساد آنام به قتل او آماده شد - روزے حکیم را بخلوت طلب داشته گفت که براے دفع شورش خلائق مرا کشتن تو لازم آمد بهر قم بجیکه هلاک خود بخواهی بجهل آید - حکیم زهر را اختیار فرمود بجهیزیک صد و نه سالگی راه ملک عدم پیمود - شاگردان او زیاده ازدوازده هزار بودند - از مقولات اوست که اصل کارها قدبیرون است و اصل قدبیرون قدبیرون - قدبیرون بر قدبیرون غالب است که آن سغلی است و این علوي - وهم ازوست که خوش آن کسنه سنت که دشمنان از اندیشه رنج دارند او مطهئ باشدند نه کسانیکه دوستان ازو اندیشناک باشند - و دوستان را برهنه

اسرار خود مطلع مگردان که اگر هیچگاه دشمن اشوند بفرمود
غالب نمایند ۰

آورده اند که خسرو پروردگار بزرگی پرسید که از طبقات (b)
خلاقیت لائق سیاست کیست - گفت اے ملک خلاقیت پنجم
طبقه اند - اول آنها که در ذات خود فیک اند از ایشان همه
نیکی بخلق میرسد ایشان را تقویت باید کرد و با ایشان
صحبت باید داشت - دوم جهودیکه بخود فیک اند اما نیکی
ایشان بکسر نمیرسد - ایشان را عزیز باید داشت و بخیر
تصویض باید کرد - سوم گروهه که میانه حال باشند یعنی از
ایشان نه خیر بپوردم رسد و نه شریعه که در ذات خود نه خیر
باشند و نه شر - ایشان را راه خیر باید ذمود و از شر تبعید
باید فرمود - چهارم طایفه که ایشان بد باشند اما به کسی به
فرسانند ایشان را خوار باید داشت تا قرک بگیر کنند -
پنجم فرقه که هم بد باشند و هم بدی ایشان بپوردم رسد ایشان
را سیاست باید کرد بوعده و وعید و تهدید آنکه ضرب پس
حبس و آخر کار قتل ۰

2. Translate the following passages into Persian :—

(a) Never speak anything for a truth which you know or believe to be false. Lying is a great sin against God, who gave us a tongue to speak truth and not falsehoods. It is a great offence against humanity itself; for when there is no regard to truth, there can be no safe society between man and man. And it is an injury to the speaker. Besides the disgrace which it brings upon him, it occasions so much baseness of mind, that he can scarcely tell truth or avoid lying even when has no colour of necessity for it; and, in time, he comes to such a pass, that, as other people cannot believe, he speak truth, so he himself scarcely knows when he tells a falsehood.

(b) When thou wishest to delight thyself, think of the virtues of those who live with thee; for instance, the

activity of one, and the modesty of another, and the liberality of a third, and some other good quality of a fourth. For nothing delights so much as the examples of the virtues, when they are exhibited in the morals of those who live with us, and present themselves in abundance. Wherefore we must keep them before us.

(b) A men went to a physician and asked for some medicine to relieve the pain that he had in his stomach. The physician inquired what he had eaten in the morning, and on being told that his breakfast had been some half-baked bread, he was going to prescribe something for his eyes. The sick man, cried out, "Well, sir, what have the eyes to do with the stomach?" The physician replied, "It is necessary to cure your eyes first, for had these been sound you would have seen better than have to taken such a breakfast."

SANSKRIT.—FIRST PAPER.

PT. RAM SASTRI TAILONG Examiner.

1. Explain fully the following extracts in English:—

- (1) संहितः श्रीयस्त्री पुंसां स्वकुलैः स्वत्पकैरपि ।
तुषेणापि परित्यक्ता न प्ररोहन्ति तख्डुलाः ॥
- (2) उपकारगृहीतेन शत्रुणा शत्रुमुद्धरेत् ।

पादलग्नं करस्थेन करटकेनेव करटकम् ॥

- (3) दरिङ्गान् भर कौन्तेय जा प्रयच्छेश्वरे धनम् ।
व्याधितस्यौषधं पश्य नीरुजस्य किसौषधैः ॥

- (4) बहुभिर्मूर्खसंघातैरन्योन्यपशुवृत्तिभिः ।
प्रच्छाद्यन्ते गुणाः सर्वे मेघैरिव दिवाकरः ॥

- (5) प्राणा यथात्मनोभीष्टा भूतानाभपि ले तथा ।
आत्मौपम्येन भूतेषु दयां कुर्वन्ति साधवः ॥

(a) Give the roots of गृहीतेन, उद्भरेत्, and परित्यक्ताः and conjugate them in the third person of the second (preterite) (जिद्).

(b) Parse the under-lined words.

(c) Give the प्रकृति and प्रस्थय in श्रेयसी, and कौन्तेय

(d) Change the voice of the extract (4).

2. स हिरण्यकः प्राह । भो न युक्तमुक्तं भवता । यतः
स्वामिनोऽनन्तरं भृत्याः । स आह । भद्रं सदाश्रयाः सर्वे एते
वराका स्वकुटुम्बं परित्यज्य समागताः । तत् कथनेतावन्मात्र-
भपि सन्मानं न करोमि । उक्तं च—

यः सन्मानं सदा धत्ते भृत्यानां द्वितिपोऽधिकम् ।

विज्ञाभावेऽपि तं द्वृष्ट्वा ते त्यजन्ति न कर्हिचित् ॥

अपरं सम कदाचित् पाशभङ्गं कुर्वतस्ते दन्तभङ्गो भवति
अथवा दुरात्मा लुब्ध्यकः समायाति तनूनं सम नरकपात
एव । उक्तं च—

सदाचारेषु भृत्येषु संसीदत्सु च यः प्रभुः ।

सुखी स्यान्नरकं यात्ति परत्रेह च सीदति ॥

तच्छ्रुत्वा हिरण्यकः प्राह । भो विद्यमहं राजधनम् । परं
स्यातव परीक्षा कृता । तत्सर्वैः पूर्वं पाशच्छेदं करिष्यामि ।
भवानप्यनेन वहुकपोतपरिवारो भविष्यति । उक्तं च—

कास्त्रण्यं संविभागश्च यस्य भृत्येषु सर्वदा ।

संभवेत्स महीपालस्त्रैलोक्यस्यापि रक्षणे ॥

~~(a)~~ Translate the above extracts into English :—

State the rules of सन्धि in तच्छ्रुत्वा, एतावन्मात्रम्, स
महीपालः, स आह, सर्व एव and परिवारो भविष्यति.

(b) Decline भवत्, भस्मत् and पूर्व in the accusative (द्वितीया),
dative (चतुर्थी) and nominative (प्रथमा) cases.

(c) Give the roots of आह्, स्यात्, धत्ते and सीईति.

3. Express in simple Sanskrit the sense of the following :—

- (1) यश्चावृणोत्यवित्थेन कर्मकाङ्गतं ब्रुवन्ननृतं संप्रयच्छन् ।
तं कै जन्येत पितरं भातरं च तस्मै न दूःखै त् कृतमस्य जानन् ॥
- (2) यथैव ते गुरुभिर्भावनीयास्तथा तेषां गुरवोऽप्यर्चनीयाः ।
- (3) एतत्सर्वं हनिर्देशैवमुक्तं यत्कर्तव्यं पुरुषेणोह लोके ।
- (4) ऋणशेषोऽग्निशेषश्च व्याधिशेषस्तथैव च ।
पुनश्च वर्धते यस्मात्तस्माच्छेपं न कारयेत् ॥

4. Turn into simple prose.

- (1) सिद्धुं वा यदि वा ऽसिद्धुं चित्तोत्साहो निवैदयेत् ।
ग्रथम् सर्वजन्तुनां तत्प्राञ्जो व्रेति नेतरः ॥
- (2) अपि मन्दत्वं भापन्तो नष्टो वापीष्टदर्शनात् ।
प्रायेण प्राणिनां भूयो दुःखावेगोऽधिको भवेत् ॥
- (3) आरभगुर्वीक्षयिणी क्रमेण लघ्वी पुरा वृद्धिसती च पश्चात् ।
दिनस्य पूर्वार्द्धपरार्द्धभिन्ना क्षायेव सैत्री खलसज्जनानाम् ॥

(a) Exound the Samasas in the under-lined words.

(b) Explain fully the extract (3) in English or Hindi.

(c) Decline प्रायेण and भूयः in extract (2).

5. Correct the following sentences and give reasons for your correction :—

- (a) स्वं भम मित्रोऽस्ति ।
- (b) भहाराञ्जः चतुरः कन्यका आसीत् ।
- (c) रामः देवान् अभयं ददुः ।
- (d) कुलालः सुन्दरं घटः क्रियते ।
- (e) चारैः दिवा जनानां विभेति ।

6. Exound and name the Samasas in :—

कृतकुञ्जोपयनः, देवालयकुबन्ननाम्, अशुपूर्णनयनः,
and सवद्विधः:

7. Write down the meanings of the following words :—

कृक्ष, तिभृतम्, प्रत्ययः, किंशुकः, तारः, प्रभूतम्,
कृतान्तः, बिद्धधः स्वयोधः:

SANSKRIT.—SECOND PAPER.

P.T. D. N. CHAKRAVARTI, M.A.

... Examiner.

1. Translate into Sanskrit :—

A man was taking some fruits to his house. He carried them on his head. As he walked along the road, three or four of the fruits fell on the ground.

The man did not see them fall, so he went on. But a poor boy saw them fall and took them up.

The boy brought the fruits to him and put them in his hand. " You are a good boy," said the man, " Take the best you like for yourself."

The boy took one and the man went away. A lad then came up to the boy and said, " What a fool are you not to keep all that fell."

The boy replied, " Poor though I am, I don't like to take what is not mine own."

2. Translate into English :—

(a) एकदा कश्चिद्राजा आगच्छन्तं हीनवेगं वणिजमेकं
ददर्श । तेन हि वज्रकेन कपटिवन्धुना स राजा पूर्वं दद्यना
हृतस्वर्वस्वो वने परित्यक्तः । इदानीन्तु तद्वस्थं सुहृदं दृष्टा
स राजा करुणाविष्टः स्वप्रासादसानीय सुखोपविष्टं तं भाद्रं
प्रच्छ,—सखे प्रभूतधनोऽपि कथमित्यं दुरवस्थोऽभिः? वणि-
गुवाच—राजन् नाधर्मस्वलब्धं धनं कदाचित् सुखाय भवति ।
वणिगहं स्वभावलुब्धस्तेन वाणिक्यार्थं समुद्रपारं गतः । तत्र

शतगुणं बाणिज्यमभृत् । तस्मादागच्छतो सम तटान्तसमीपे
बहिक्रं निसमज्ज, धनानि च विनष्टानि । प्राणाकोशेषोऽहं
कथञ्जिदिहासतः । राजोवाच,—वित्तं विनष्टं, तत्र का चिन्ता ।
तदधिकमपरं धनं ते दास्यामि ।

(b) अत्यन्तदिमुखे दैवे व्यर्थे यत्रै च पौरुषे ।

सनस्त्विनो दरिस्य वनादन्यत् कुतः सुखम् ॥

(c) पिता ददाति सर्वस्वं पुत्रेभ्यः परितोषवान् ।

न तु भाग्यञ्जु बुद्धिञ्जु दातुं तेनापि शक्यते ॥

(d) शुचित्वं त्यागिता शौर्यं समानं सुखदुःखयोः ।

दाक्षिण्यं चानुरक्तिश्च सत्यता च सुहृदगुणाः ॥

(e) जनयन्त्यज्जने हुःखं तापयन्ति विपत्तिषु ।

भीहयन्ति च सम्पत्तौ कथमर्थाः सुखावहा ॥

(f) प्रलाघ्यः स एको भुवि जानवानां

स उत्तमः सत्पुरुषः स धन्यः ।

यस्यार्थिनो वा शरणागता वा ।

न व्यर्थकासा विमुखाः प्रयान्ति ॥

HISTORY.

W. JESSE, Esq., M.A.

G. R. KAYE, Esq., M.A.

...
...

... } Examiners.

(Nine questions correctly answered will carry full marks.
Not more than nine questions are to be attempted.)

I. Mention the chief events, home and foreign, in the reign of Edward III.

2. Give a brief sketch of the reign of Henry VII.

3. Write a short account of the war between the "Grand Alliance" and France, giving the causes which led to it, the battles fought, and the ultimate results.

4. What were the causes of the civil war in the reign of Charles I.? State the most important battles and their results.

5. Explain carefully :—

Compurgation and Ordeal; Witanagemot; Peter's Pence; Scutage; Lollards; Divine Right.

6. Describe when and under what circumstances the English obtained possession of Gibraltar; Bombay; The Cape; Jamaica.

7. Write a short account of Chandra Gupta and the foundation of the Maurya dynasty.

8. Give a brief outline of the reign of Jahangir.

9. Sketch the rise of the Marhatta power under Sivaji.

10. Write a short account of the 1st Sikh War, giving the causes which led to it, the battles fought, and the ultimate results.

11. What do you know of the following people :—

Baji Rao; Lord Dalhousie; Bairam Khan; Chait Singh; Dupleix; Malhar Rao.

12. Give the date and conditions of the following treaties, state between whom they were ratified :—

Purandar; Salbai; Bassein; Mangalore.

GÉOGRAPHY.

MR. CROSSE, ESQ., M.A. } Examiners.
G. F. MOSS, ESQ., M.A. }

Of the 12 questions set, the candidates may answer 9. Any 8 of the 11 questions on General Physical Geography may be chosen; the last question on map-drawing is compulsory.

1. Define :—Watershed, Moraine, Tropic, Longitude, Crevasse, Axis of rotation.

What are ocean currents? Give the course of the Gulf Stream.

2. What, and in whose possession are :—Madagascar, Vancouver, Labuan, Zanzibar, Guiana, Hayti, Singapore, Warsaw, Macao, Heligoland.

3. Give a description of the physical features of Spain, its climate and colonial possessions.

4. Name six of the most important products of India and the part of the country in which each is chiefly produced. What are the chief imports of India and where do they come from ?
5. Give the principal divisions of North America and the names and situations of some of its largest lakes.
6. Two persons setting out together travel all the way from Hongkong to London by sea. One goes through the Suez Canal and the other round the Cape of Good Hope. Where would they separate and what ports would each see ?
7. Name any four European Nations having possessions in Africa with the name of one of the possessions of each, also name a republic and a kingdom in the same Continent.
8. Explain briefly the formation of rain, and state in what way it affects the Earth's surface.
9. What are springs ? Why do they issue from between the beds of rocks along the sides of valleys.
10. Describe a volcanic eruption and state the position of the chief Volcanoes of Europe, Asia and America.
11. How are glaciers formed and where are the largest to be found ? How do we know that they once existed in such countries as Britain where they no longer occur ?
12. Draw a map of South America and shew therein the various countries, chief rivers and mountains. Lines of Longitude and Latitude should be put in as accurately as possible.

GEOMETRICAL DRAWING.

G. T. SPARKE, Esq., ... Examiner.

Note.—All figures must be obtained by Geometrical construction only. Sketches with theoretical explanations are not marked.

Lines of construction to be left in pencil, *answers only* to be inked in.

- From one end of line 3 inches long set off an angle of 75° without the aid of a protractor or scale of chords.
- Given a circle with 3 inches diameter find the centre, and from any point $\frac{1}{2}$ an inch outside the circle draw a line tangent to it.

3. In a rhombus, with two opposite angles 60° , and sides 2.5 inches, draw the inscribed circle.

4. Construct an isosceles triangle with base of 3 inches, and vertical height 4 inches, also draw the inscribed semi-circle.

5. Construct a scale of 10 feet to 1 inch, and to that scale, construct a rectangle 40 feet 4 inches long, and 37 feet 10 inches broad.

ELEMENTARY PHYSICS AND CHEMISTRY.

BABU G. N. CHAKRAVARTI, M.A., LL.B. ... Examiner.

(Full marks will be given for correct answers to any eight questions.)

1. How would you find the centre of gravity of a metal plate? Describe the common balance.

2. Explain clearly why boats made of iron do not sink in water, although iron is heavier than water. Also explain why a solid piece of iron sinks in water, but floats in mercury.

3. What is "Sound?" Would you hear the sound of thunder if the earth had no atmosphere? Why is there generally an interval between the flash of lightning and the sound of thunder? Why does the roar of the thunder last longer in mountainous regions than in the plains?

4. What do you understand by 'latent heat of water' and how would you find it? Why does water boil at a lower temperature on the top of mountains than in the plains?

5. What is a 'spectrum?' How would you produce a solar spectrum? Explain clearly the property of light which renders its production possible.

6. Describe the 'gold-leaf electro-scope' and explain its working, noting the stages at which its action depends upon the principle of 'electrical induction.' What is the difference between a 'magnet' and an 'electro-magnet'?

7. Name any gas (1) that supports combustion, (2) that burns and (3) that neither supports combustion nor burns itself. Describe an apparatus to show the combustion of a gas.

8. How would you determine the composition of pure water? Ordinarily spring or well water leaves a deposit at the bottom of the kettle after it is boiled. Why?

9. What is the difference between 'impurities in solution' and 'impurities in suspension?' How would you get rid of each? What are 'crystals'?

10. Distinguish between 'elements,' 'compounds' and 'mixtures.' Under which head would you place the following:—(1) Gunpowder, (2) brass, (3) air, (4) common salt, (5) iron, (6) water.

11. What substances would you require to prepare 'nitric acid?' How much of these substances would be necessary to get 15lbs. of 'nitric acid?' Describe the important properties of the acid. Define 'salts.'

BOOK-KEEPING.

BABU RAM KUMAR SIRKAR,

... Examiner.

1. Under what heads may the Property of persons in business be comprised?

2. What is the use of the Invoice-Book and why is it called Invoice-Book?

3. On which side of a Cash-Book must the balance always fall and why?

4. What is Book-Keeping by Single Entry?

5. Describe the method of posting the Invoice-Book into the Ledger, under Double Entry, when the merchant wishes to know merely the total amount of goods purchased and sold and the profit on the whole.

6. Describe the method of posting the Bills Payable into the Ledger, under Double Entry.

7. From which books do you obtain the information necessary to ascertain the whole amount of goods bought and sold by a merchant during the year or any given time?

8. Why is the Received called the Dr. side of the Cash-Book?

9. At the end of every month after all the books have been posted, how do you ascertain that each entry in the Ledger has been posted correctly?

10. If a person who is owing an account becomes insolvent and pays a composition, how is the balance still due treated in the accounts?

			Rs.	a.	p.
Janry.	1st,	James Davidson commenced business with	... ...	2,000	0 0
Do.	4th,	Bought from J. Watson, Calcutta—			
		5 Doz. Port Wine, 30/-	... 150 0 0		
		2 do. Brandy, 42/-	... 84 0 0		
		Packing and carriage	... 2 8 0		
			<hr/>	236	8 0
Do.	7th,	Bought Goods for cash	... ...	25	4 0
Do.	10th,	Paid for Shop Furniture	... ...	45	6 0
Do.	12th,	Sold Goods for cash	... ...	17	8 0
Do.	15th,	Bought from W. Smith, Calcutta—			
		12 Reams Foolscap			
		Paper, 2-8-0	... 30 0 0		
		15 Reams Bally Pa-			
		pers 2-0-0	... 30 0 0		
		Packing and Rail-			
		way freight	... 16 8 0		
			<hr/>	76	8 0
Do.	20th,	Paid into the Bank of Bengal, Allah-abad	... ...	1,000	0 0
Do.	23rd,	Sold to C. Alexander Agra —			
		6 Bottles Brandy 4-8-0	27 0 0		
		6 do. Port Wine, 3-4-0	19 8 0		
		Packing	... 0 8 0		
			<hr/>	47	0 0
Do.	25th,	Drawn from the Bank of Bengal, Allahabad	... ...	250	0 0
Do.	26th,	Paid Trade expenses, salaries	... ...	8	0 0
Do.	27th,	Sold to D. Gibson, Cawnpore—			
		4 Reams Foolscap Paper, 3-8-0,	14 0 0		
Do.	28th,	Paid to J. Watson, Calcutta	... ...	224	10 9
		Discount allowed by him	... 11 13 3		
Do.	29th,	Bought Goods for cash	... ...	12 4 0	
Do.	31st,	Paid Trade Expenses, Rent for January	15 0 0		

POLITICAL ECONOMY.

A. H. PIRIE, Esq., Examiner.

N.B.—Correct answer to any five questions will carry full marks.

1. State the three requisites for the production of wealth; and classify under each head the following: A Railway Share; the business ability of a factory manager; a coalmine; the work of a *dhobi*; the stock of a *bannia's* shop; a spring of mineral water; a sewing-machine; a tank well stocked with fish.
2. (a) State and illustrate the four advantages of division of labour pointed out by Adam Smith.
 (b) Point out the complex co-operation of labour required in the construction of a railway.
3. (a) Define *Capital*; and show that it is a requisite for Agricultural production and for manufactured goods.
 (b) Distinguish between Circulating and Fixed Capital, giving examples.
4. (a) State the two functions of money; and enumerate the qualities that should be possessed by the substance selected as money.
 (b) Is a ten-rupee note money? Why does the Indian Government wish to replace the rupee by a gold standard?
5. (a) State clearly Ricardo's theory of Rent; and deduce from it the corollaries, (1) that rent does not enter into expenses of production, and (2) that the rent of land does not influence the price of Agricultural produce.
 (b) Can you give any reasons for the fact that the Indian cultivator actually does, in opposition to the above theory, calculate the rent of the land as part of the price at which he is willing to sell his grain?
6. (a) Give the substance of the doctrine of Malthus on Population. Illustrate this by pointing out the probable effect, (1) of early marriages in India,

and (2) of the work of Government in preventing the ravages of famine and plague.

- (b) State the law of diminishing productiveness ; and show how it affects the profits of farmers and the wages of agricultural labourers in an old country.

7. (a) Explain the nature of a Trades-Union ; and state the real cause of *strikes* and *lock-outs*. What is the ultimate effect of an excessive rise of wages at the expense of profits ?

- (b) Distinguish between Protection and Free-trade, and show the effect of the former on the price of commodities. Would the Indian Government be justified in encouraging the manufacture of cotton cloth in this country by imposing a heavy customs duty on imported cotton cloth ?

8. State Adam Smith's four canons of taxation. Apply these to criticise the validity of the following Indian taxes :—The Income-tax; the Land Revenue; the Octroi duties levied by Municipalities. Is the last named a *direct* or an *indirect* tax ?

ENTRANCE AND SCHOOL FINAL-EXAMINATIONS, 1900.

ENGLISH.—FIRST PAPER.

1. Give in your own words the substance of the following passage and answer the questions at the end :—

“Strange to say I could not conquer my dislike to Mr. Masterman. I had nourished the feeling too long. I could not bear that my mother should be under obligations to him : it hurt my foolish pride young as I then was. Besides as I was put to a better school I was deprived of all my former enjoyments. I became discontented and unhappy merely because I was obliged to pay attention to my learning and could no longer have my own way.”

- (a) *How is a ‘feeling of dislike’ ‘nourished’ and how can you try to ‘conquer’ it?*

(b) Give an instance of what is meant by saying that a person is 'under an obligation' to another.

(c) What is meant by 'foolish pride'? Is there any kind of pride which is not foolish? If so, give an instance.

2. Describe in your own words the scene depicted in the following passage. Do not keep close to the original.

"And all things stayed around and listened: the gulls sat in white lines along the rocks: on the beach great seals lay basking and kept time with lazy heads: while silver shoals of fish came up to hearken and whispered as they broke the shining calm. The wind overhead hushed his whistling as he shepherded his clouds towards the west: and the clouds stood in mid-blue and listened dreaming like a flock of sheep."

3. Explain the meaning of the following words and phrases printed in thick type and use the word or phrase in another sentence of your own construction with a different meaning. Where the words are used metaphorically use them with their literal meanings in your own sentences:—

- (a) They had a commanding view of the bay
- (b) like hounds that draw upon a deer
- (c) his mighty limbs were loosed
- (d) He sleeps among the kites and crows
- (e) These rocks by custom turn to beds of down
- (f) The Fathers grind the low.
- (g) the heroes fed her path with pine-trunks
- (h) Stout Argo groaned beneath their stroke
- (i) honour forms the social temper here.

4. In the following extracts point out clearly and fully all the points of comparison in each simile. Do not paraphrase the passages:—

- (a) And like a horse unbroken
When first he feels the rein,
The furious river struggled hard,
And tossed his tawny mane,
And burst the curb, and bounded.

Rejoicing to be free,
And whirling down, in fierce career,
Battlement, and plank, and pier,
Rushed headlong to the sea.

- (b) Meanwhile the Tuscan army,
Right glorious to behold,
Came flashing back the noonday light,
Rank behind rank, like surges bright
Of a broad sea of gold.
- (c) Each nobler aim, represt by long control,
Now sinks at last, or feebly manes the soul :
While low delights, succeeding fast behind,
In happier meanies occupy the mind :
As in those domes, where Caesars once held sway,
Defaced by time and tottering in decay,
There in the ruin, heedless of the dead,
The shelter-seeking peasant builds his shed :
And wondering man could want the larger pile,
Exults, and owns his cottage with a smile.
5. Answer the questions on the following extract :—
For praise too dearly loved, or warmly sought,
Enfeebles all internal strength of thought :
And the weak soul, within itself unblest,
Leans for all pleasure on another's breast.

What is meant by saying that a person is 'unblest within' and why is such a person 'weak?' How does a 'hankering desire of praise' cause this 'weakness' and how does it 'enfeeble all internal strength of thought?'

6. Answer one only of the following :—

- (a) Give in your own words the story of Horatius and his defence of the bridge.
(b) Give the substance of what Goldsmith says about the character of the French.
(c) Give a short account of Jason's search for the Golden Fleece, and the various dangers he encountered in finding and bringing it back.

7. Give in your own words the substance of the following passages in such a way as to show that you fully understand

the meaning and can express it in good English. Do not merely substitute other words and phrases for which no marks will be awarded.

A.

The North American Indian lives in a state of perpetual hostility and risk. Surrounded by hostile tribes, whose mode of warfare is by ambush and surprisal, he is always prepared for fight, and lives with his weapons in his hand. As the ship careers in fearful singleness through the solitudes of ocean; as the bird mingles among clouds and storms, and wings its way, a mere speck, across the pathless fields of air;—so the Indian holds his course, silent, solitary, but undaunted, through the boundless bosom of the wilderness. He traverses vast forests, exposed to the hazards of lonely sickness, of lurking enemies and pining famine. His very subsistence is snatched from the midst of toil and peril. He gains his food by the hardships and dangers of the chase; he wraps himself in the spoils of the bear, the panther, and the buffalo, and sleeps among the thunders of the cataract.

B.

Never stoops the soaring vulture
On his quarry in the desert,
On the sick and wounded bison,
But another vulture, watching
From his high aerial look-out,
Sees the downward plunge, and follows;
And a third pursues the second,
Coming from the invisible either,
First a speck and then a vulture,
Till the air is dark with pinions.

So disasters come not singly:
But as if they watched and waited,
Scanning one another's motions,
When the first descends, the others
Follow, follow, gathering flock wise
Round their victim, sick and wounded,
First a shadow, then a sorrow,
Till the air is dark with anguish.

ENGLISH.—SECOND PAPER.

Grammar.

1. (a) Parse fully the words in thick type in the following sentence :—

The work is difficult, but you can but do your best and if you work well, you cannot but derive some benefit from your exertions.

- (b) Parse fully all the words ending in—*ing* in the following sentences :—

- (i) Laughing is contagious.
- (ii) He lent me fishing rod.
- (iii) "I am going a-milking, Sir," she said.
- (iv) He is not fond of writing letters.

2. Correct the following sentences where necessary, giving reasons for any corrections you make.

- (a) When Alexander invaded India ?
- (b) Though he is not very clever, but he is ambitious.
- (c) He told that "I am eighteen years of age."
- (d) He said that under any circumstances he will not be long away from home.

3. Insert the necessary prepositions in the following sentences :—

- (a) His servant is—the gate, waiting—a reply—his letter.
- (b) He was seated—his table, thinking—the reply he was to send—a letter.
- (c) The thief was struck—a stick—the policeman.
- (d) Provide yourself—the books necessary—the evening examination.

4. Explain the following idiomatic expressions :—

- (a) He shall answer for his crime with his life.
- (b) It is a very short-sighted policy.
- (c) He took up the cudgels in behalf of his friend.
- (d) It was neck or nothing with him.
- (e) He improves upon acquaintance.

5. Distinguish carefully between the following pairs of words and write sentences illustrating their correct use :—

elder and older,
artful and artificial,
human and humane,
artist and artizan,
practice and practise,
capture and captivate.

6. (a) Analyse fully in tabular form :—

One would imagine that, when a man is on his trial for a serious crime, he would have a tendency to forget his personal appearance, but strangely enough this is not the case, as some malefactors have exhibited quite a morbid vanity as to their appearance in the dock.

(b) Construct a Complex Sentence containing one principal sentence, one adjectival subordinate clause and one noun subordinate clause.

Analyse fully the sentence thus constructed.

7. (a) Put into Indirect Speech.

"I am tired of men," said the princess, "and of suitors, and of princes." "I will go to Zenda and ride in the forest all alone."

"You will meet men even there," said the king.

"How do you know that sire?" she asked with a smile.

"At least I have found it impossible to avoid meeting women any where," replied the king.

"I do not think it is the same thing," observed the princess smiling again.

(b) Write down the words which the princess would use in repeating the above conversation to a third person.

ENGLISH.—TRANSLATION FROM URDU.

Translate into English :—

A.

شیر کو پیڈل مارنا بہت مشکل کام ہے اور اس سبیں جان کا خوف ہے۔ کچھ آدمی تو یہ کرتے ہیں کہ ہاتھی پر جنگل میں جاتے ہیں۔ اور جب شیر کو آتا ہوا دیکھتے ہیں تو ہاتھی سے اوپر کر ایک ہاتھ میں ایک بڑی تھال اور دوسرے ہاتھ میں ایک بڑی ڈلوار یا کتار لیکر سامنے گھٹنے کے

دل بیتھہ جاتے ہیں۔ شیو اونپر جھپٹتا ہے پر وے اوسکے پفچھے کی چوت کو تشاں سے بچا کر اوسکے سینہ میں کتار مار کر اوسکو وہیں گرا دیتے ہیں۔ بعض دایر آدمی ایسا بھی کرتے ہیں کہ شیر کو بیالوں سے مار کر اپنے پاس لی نہیں آفے دیتے۔ اور جب وہ پاس آ جاتا ہے تو اپنے جو قوں سے جنکے آگے کے جانب تیز کتار لگئے رہتے تیوکریں مار کر اوسکو مار دالتے ہیں۔ کہتے ہیں کہ ایک راجہ نے ایک وقت لارڈ رین کے سامنے ایک بڑی تعجب انگلیز دلیری دکھائی تھی۔ لارڈ صاحب اور اونکے ساتھی لوگ ہاتھیوں اور گیوڑوں پر سوار ہو کر راجہ صاحب کے ساتھ ایک گھنے جنگل میں گھسے۔ لارڈ صاحب ایک ہاتھی کے ہوٹے میں جسپر لوٹے کا پنجھرہ لگا ہوا تھا بیٹھے تھے۔ بکریاں چھوڑ دی گئیں اونکی بو پاکر شیر اپنی جگہ سے نکلا۔ راجہ صاحب زرہ پہنچے ہوئے ایک ایک ہاتھ میں بیالا اور دوسرے ہاتھ میں تھال لئے ہوئے آگے بڑھے۔ اونکے دونوں جو قوں کے آگے کے جانب ایک ایک تیز کتار لگا ہوا تھا۔ شیر کو دیکھتے ہی آدمی چلانے اور ہاتھی چنگیاٹنے اور گیوڑے ہٹھنا لگئے۔ یہ بہادر راجہ بکریوں کے پاس جا کر کھڑے ہوئے۔ شیر جھپٹتا پر راجہ نے بیالے سے مار کر اوسے اپنے پاس پہنچنے فدیا۔ شیر کبھی باقیں کبھی داہنے جانب آتا تھا۔ اتنے ہی میں راجہ نے موقع پا کر شیر کی چھاتی میں ایسی تیوکر ماری کہ کتار اوس بیس گیس گیا اور شیر اور چھل کو چٹ گر پڑا اور مر گیا۔ سب لوگ ایک ہی زبان سے راجہ کی بہادری کو سرانگت لگئے۔

T.

رقت ریل سے بھی زیادہ بیانگئے والا۔ دوا سے بڑھ کر اور نہ دالا ہے۔ اور ایسا دبے پاؤں ذکل جاتا ہے کہ کسیکو جان

فہیں پڑتا - سویرا ہوا سوکر اوتھے روزِ سرہ کے کام سے نبیتیے
کچھ کھایا پیا پھر دن چڑھگیا پھر گھری دو گھری ادا ہے
اوہر اوتھے بیتھے کچھ سبق یاد کیا کہ دس بجھے کو آئے -
مکتب جانیکو دیر ہوتی ہے جوست پت کھایا پیا مکتب گئے
وہاں سبق لیا چلو دن تھلا شام ہوئی گھر آئے تو کھانیکی
سوجھی جب پیٹ بھرا تو سستی آئی - لیتھ تو آنکھیں
جھپکیں سویرا ہو گیا - ایسے ہی دن ختم ہوتے جاتے ہیں -
ایک شاعر نے کہا ہے۔

صبح ہوتی ہے شام ہوتی ہے * ہر یوں ہی قہام ہوتی ہے

Translate from Hindi into English :—

A.

व्याघ्र को पैदल सारना बड़ा कठिन काम है और उसमें जान की जाखिल है। कुछ आदमी तो यह करते हैं कि हाथी पर जंगल में जाते हैं और जब व्याघ्र को आता हुआ देखते हैं तो हाथी से उतर कर एक हाथ में बड़ी ढाल और हृसरे हाथ में बड़ी तलवार या कटार लेकर सासने छुटनों के बल बैठ जाते हैं। व्याघ्र उन पर झपटता है पर के उसके पंजे की चोट को ढाल से बचा कर उसके छाती में कटार भार कर उसको बहीं गिरा देते हैं। कोई कोई साहसी अनुष्य ऐसा भी करते हैं कि व्याघ्र को भालों से सार कर अपने पास नहीं आने देते और जब वह पास आ जाता है तब अपने जूतों से जिनके आगे पैना कटार लगार रहता है ठोकर सार कर उसको सार डालते हैं ॥

कहते हैं कि एक राजा ने एक समय लार्ड रिप्पन के सासने अद्भुत प्रक्रम दिखाया था। लाट साहब और उसके साथी हाथियों और बैड़ों पर सवार होकर राजा

साहेब के साथ घने ज़ङ्गल में पहुंचे । लाट साहय हाथी के हैदर पर जिसमें लोहे का पींजरा लगा हुआ था वैटे थे । बकरियां छोड़ दिए गईं और उनकी बास पाकर व्याघ्र अपनी जगह से निकला । राजा साहब कवच पहने एक हाथ में भाला और दूसरे हाथ में ढाल लिये आगे थड़े । उनकी दोनों जूतों के आगे एक २ पैना कटार लगा हुआ था । व्याघ्र को देखते ही आदनी चित्ताने हाथी चिपाड़ने और घोड़े हिनहिनाने लगे । शूरवीर राजा बकरियां के पास जाकर खड़े हुए । व्याघ्र झपटा पर राजा ने भाले से भार २ कर उसे पहुंचने न दिया । व्याघ्र कभी बाँह कभी दहने और आता था । इतने ही में राजा ने अवसर पाकर व्याघ्र के छाती में ऐसी ठोकर जारी कि कटार उसमें छुस गया । और व्याघ्र उछल कर चित्त गिर पड़ा । और नर गया ॥

सब लोग एक सुंह से राजा की वीरता को सराहने लगे ॥

B.

सभय रेल से अधिक भागने वाला है । हवा से बढ़ कर उड़ने वाला है और ऐसा दबे पांव निकल जाता है कि, किसी को जान नहीं पड़ता है । सबेरा हुआ सोकर उठे नित्य कर्म से निपटे कुछ खाया पीया पहर दिन चढ़ाया । फिर घड़ी दो घड़ी इधर उधर उठे वैटे कुछ पाठ याद किया कि दस बजने को आये । पाठणाला जाने को देर होती है । झट पट खाया पिया पाठणाला गये वहां पाठ पटा चलो दिन ढला सांझ हुई; घर आये तो किर खाने की नूफ़ी । जथ पेट भरा तो आलस लगा लेटे तो आंखे झपकी सबेरा हो गया । ऐसे ही दिन बीतते चले जाते हैं । एक कवि ने कहा है “सुश्रह होती है शास होती है । उस योहीं तमाज होती है” ॥

MATHEMATICS.—FIRST PAPER.

1. State the rules for multiplication and division of decimal fractions.

Assuming that the surface of a sphere is 3.1416 times the square of its diameter, and that the earth is a sphere whose diameter is 8,000 miles, find what fraction of the whole surface of the earth is the area of India which is 1,350,000 square miles. Express your result as a decimal fraction.

2. What are *circulating* decimals? Distinguish between *pure* and *mixed* circulating decimals.

(a) Add together $\frac{1}{6}, \frac{1}{30}, \frac{1}{42}, \frac{5}{66}$ and express the sum as a mixed circulating decimal.

(b) Reduce $041\dot{6} \times \frac{14285\dot{7}}{\left(\frac{5}{12} + \frac{3}{8}\right) \times 40}$ of Rs. 8, 5 as.

to the fraction of 1 anna.

3. (a) Find, by Practice, the price of 100 bags of Rosa sugar, each weighing 4 seers 2 powas and 3 chataks, at 6 as. 9 p. per seer.

(b) Find the square root of 10.02 to three places of decimals.

4. What sum of money will amount to Rs. 3,528 in 2 years at 5 per cent, compound interest? and what will it amount to in two more years?

5. What monthly income will be derived from the investment of one *lac* of rupees in the $3\frac{1}{2}$ per cent. Government of India paper at $105\frac{13}{16}$?

6. Divide $(1-x^2)(1-y^2)(1-z^2) - (x+yz)(y+xz)(z+xy)$ by $1-x^2-y^2-z^2-2xyz$ and extract the square root of $1+(x+1)(x+2)(x+3)(x+4)$.

7. Simplify:—

$$\frac{(x-a)^2}{(a-b)(a-c)} + \frac{(x-b)^2}{(b-a)(b-c)} + \frac{(x-c)^2}{(c-a)(c-b)}$$

8. The expression $ax+by$ is equal to 10 when $x=2$ and $y=3$ and it is equal to 23 when $x=3$ and $y=2$, a and b being constants; find a and b .

Solve :—

$$\frac{(x+a)(x+b)}{(x+c)(x+d)} = \frac{x-c-d}{x-a-b}$$

9. $a:b, c:d, e:f, \text{ &c.,}$ are m equal ratios: prove that each of them is equal to

$$\sqrt[m]{\left(\frac{pan^n + qcn^n + ren^n + \dots}{pb^n + qdn^n + rfn^n + \dots}\right)}$$
 and also to

$$\sqrt[m]{\left(\frac{ace\dots}{bdf\dots}\right)},$$
 where n, p, q, r, \dots are any quantities whatever.

10. A 's present age is to B 's present age as $8:7$; 27 years ago their ages were as $5:4$. Find their present ages.

MATHEMATICS.—SECOND PAPER.

1. (a) If one straight line stand upon another straight line the adjacent angles shall be either two right angles or together equal to two right angles.
 (b) The internal and external bisectors of an angle are at right angles to one another.
2. (a) The three angles of any triangle are together equal to two right angles.
 (b) Find the magnitude of each angle of a regular polygon of n sides.
3. ABC is a triangle, the angle ABU' being an obtuse angle. AD is the perpendicular from A on BU' produced. Prove that the square on AB is equal to the squares on AC, CB , together with twice the rectangle BU', UD .
4. (a) The opposite angles of any quadrilateral inscribed in a circle are together equal to two right angles.

- (b) A circle described upon the hypotenuse of a right angled triangle as diameter, passes through the opposite angular point.
5. Circumscribe a circle about *any* regular polygon.
6. (a) Find in square feet the area of a square the diagonal of which is 7 yds. 1 ft.
 (b) A plank 15 in. wide is placed against the top of a wall 8 ft. high, while the other end rests on the ground 6 ft. from the wall. Find the area of the plank.
7. (a) The diagonals of a rhombus are 4 ft. and 1 ft. 2 in. Find the sides and the area.
 (b) Find the area of the quadrilateral $ABCD$, given $AB=30\text{in.}$, $BC=17\text{in.}$, $CD=25\text{in.}$, $DA=28\text{in.}$, and $BD=26\text{ in.}$
8. (a) The driving wheel of a locomotive is 5 ft. in diameter and makes 168 revolutions a minute. At what rate is the train travelling?
9. Draw a plan and calculate the area of a field from the following notes (measurements in *links*):—

to D 1675	to C 500 to C
to E 250 1380	1200
1200	1040
1040	200 to B.
to F 850 From 900	A go North,

ARABIC.—FIRST PAPER.

1. Translate the following into English:—

روي الأصحابي أنه قال بيننا رجعت عن الحج بعد أن قضيت مثاسك الحج والتربع - وجبت المغافر والغفارى - إذا أمسكت في بادىة من المبواى - فلما حان صلوات المغرب توذات وأقيمت إلى مسجد كان في ذلك البادىة - فرأيت قوما يتوجهون كل صلوات - فقام الإمام يصلى فقرأ إذا أرسلنا نوحًا إلى قومه - وارتفع عليه - فتجعل يزداد ويقول إذا أرسلنا ذو خاتم قومه -

فقال اعرابي من ورائه وهو قائم يصلبي يا هن ان لم يذله
فوح فارسل غيره *

2. (a) Write out carefully the above passage with vowel-marks.

(b) What do you understand by the following?

دجع - صلواته - وضو - مسجد - منسك -

(c) Distinguish between :—

صلواتُهُمْ — صلواتُالله — صلواتُالرسول — صلواتُالمهاجِّة
صلواتُالناس على الرسول -

- 3. Translate the following into English :—**

الناس من جهة التهشيل اكفاءٌ أبوهم آدم والام حواء
وانهما امهات الناس اوعيةٌ مستودعات وللا حساب آباء
فإن يكن لهم في أصلهم شرفٌ يغاخرون به فاكطين والهاء
وان أتيت بفخر من ذوي نسبٍ فإن نسبتنا جودٌ عليهاء
لا فضل إلا لاهل العلم انهم على المهدى لهم استهدى ادلاع
وقيمة الهرء ما قد كان يحسنـهـ والمجاهمـون لاهلـ العلمـ اعداءـ
فقـمـ بـعـلـمـ وـلـاـ قـبـيـ لـهـ بـدـلـاـ فـالـنـاسـ مـوـتـيـ وـاـهـلـ الـعـلـمـ اـحـيـاءـ

4. Write out a short biography of the author of the poetical passage.

5. Write out the plurals of the singulars and the singulars of the plurals as the case may be of the following:—

مقاؤز - فيافي - دوادي - احساب - اعداء - احياء - ناس

حاجی - اعرابی - ام - جوں - اصل - اب - جواد -

- ### 6. Distinguish between:—

- قـتـهـ - ضـبـهـ - كـسـرـهـ ذـصـبـ - جـرـ - رـفـعـ -

and explain them with examples.

7. Write out the changes the following words have undergone.

- دعى - قال - ذاب - داع - قلن - مبكيح - تلقى -

8. Write out, with vowel-marks, the names of the days of the week and those of the lunar months in Arabic.

ARABIC.—SECOND PAPER.

N.B.—Give vowel-marks to every Arabic word you write in your answers; and write the numbers in words as well as in figures.

1. Translate into Arabic:—

Every new thing is tasteful. A wise enemy is better than an ignorant friend. The troops returned into the camp loaded with spoils. She has three sons and six daughters. He who obeys his lusts is not a free man. Dutifulness towards parents is the foundation of all virtues. The golden ring, that you gave me, has been stolen. When do you intend to go to your native country? Both the men came to me laughing. We saw both the women taking their food. All the men, women, and children were killed in the battle. My eldest son was born on the twenty-fifth of the month of Shawwal, in the year one thousand two hundred and ninety-five A. H. Was your horse sold in the market on Monday? Give me the book that you showed me yesterday. If you would have a thing kept secret, never tell it to anyone. I gave your father three *dirhams* to buy a pair of shoes for me. Your sister gave me a handkerchief as a present. Do not waste your time in idleness. A rich man without charity is like a river without water.

2. Translate into English:—

أَنَّ اللَّهَ يَفْعُلُ مَا يُرِيدُ * أَيَاكَ فَنَبِدُ وَأَيَاكَ فَسْتَعِينُ
 أَهْدَنَا الصِّوَاطِ الْمُسْتَقِيمَ * عَشْ مَا شَئْتَ فَإِنَّكَ مَيِّتٌ وَأَحَبُّ
 مَا شَئْتَ فَإِنَّكَ مَغَارِقُهُ وَأَعْهَلَ مَا شَئْتَ فَإِنَّكَ سَجْزِي بِهِ * أَعْلَمُ
 أَيْهَا الْأَنْسَانُ إِنَّكَ مَخْلُوقٌ - وَلَكَ خَالقٌ - وَهُوَ خَالقُ الْعَالَمِ
 وَجَهْيَعُ مَا فِي الْعَالَمِ - وَإِنَّهُ وَاحِدٌ * مَا شَاءَ اللَّهُ كَانَ وَمَا كَانَ
 يَشَاءُ لَمْ يَكُنْ * مَنْ حَفَظَ عَلَيَّ الصِّلْوَاتِ كَافَتْ لَهُ ذُورًا وَبُوهَانًا
 وَفِجَاهَةً مِنَ النَّارِ * إِذَا جَاءَ الْأَجْلَ فَرَقَ بَيْنَ الرُّوحِ وَالْجِسْدِ * إِنَّ
 مِثَالَ الْجَنَّةِ كَمِسَا قَرْ طَرِيقٌ أَوْلَهُ الْجَهَنَّمُ وَآخِرَهُ الْمَلَكُوتُ - وَفِيهَا
 بَيْنَهَا مَثَازِلُ مَهَدوَدَةٍ * سَيْئَلَ بِجَهَنَّمِ الْمَفَاسِدَةَ - مِنَ الْذِي لَا يَرِبُّ

فيهـــ فقال الذي لا يهوتـــ كل شئي تبدو صغيرا ثم يكبير الا المصيبة فما زلها تبدو كبيرة ثم تصغرـــ راحة الجسم في قلة الطعامـــ وراحة القلب في قلة الامهام وراحة المسان في قلة الكلامـــ اذا خرجت الكلمة من القلب دخلت في القلبـــ و اذا خرجت من المسان لم تتجاوز الا ذانـــ اعلم ان من خات الله خات منه كل شئـــ ومن لم يخف الله خات من كل شئـــ

PERSIAN.—FIRST PAPER.

1. Translate into English:—

و آن موقع را قبور الشهدا گویند پس ما دوروز به مدینه
مقام کردیم و چون وقت تذکر بود برفتیمـــ راه سوی مشرق
بود بدرو منزل از مدینه کوه بود و تنگهای چون دره کوه آن
را جمعه میگفتند و آن میقات مغرب و شام مصراست و
گویند یک سال حجاج آنجا فرود آمد و بودند با خلقه بسیار
فاکاه سیلی در آمد و ایشانرا هلاک کرد و آن را بدین سبب
جمعه نام گردند و میان مکه و مدینه صد فرسنگ باشد اما
سنگ است و ما به هشت روز رفتیم یکشنبه ششم ذی الحجه
به مکه رسیدیم به باب الصفا فرود آمدیم و این سال به مکه
قطعه بود چهار من زان به یک دینار نیشا پوری بود
و مجاورین از مکه میرفتند و از هیچ جا حاج نیامده بود
روز چهار شنبه به باری حق سبحانه تعالیی به عرفات حجـــ
بدگزاردیمـــ

2. (a) Point out Arabic words in the above extract and give their singular or plural as the case may be.
 (b) What do you understand by:—
 عرفات مکه صفا میقات
 (c) Write the names of the days of the week and month of the year in Persian (solar as well as lunar.)

3. Translate into English, explaining the allusions contained therein.

بُرخوان غمچو عالمهيان را صلا زدند* اول صلا به سلسنه انبنيا زدند
قوبت به او ليماچورسييد آسمان طبييد* زان ضربتني كه برسوش برو خدا زدند
پس آتش زاخنگر المهاش ريزها* افروختند و برحسن مجتبى زدند
و آنگه سرواد قي كه ملک محروم شنبود* کند فدا زمزمه دينه و در كربلا زدند
وز تيشه ستيرزه در آن دشت كوفييان* پس دخلهم باز گلشن آل عبا زدند

4. Who are called آل عبا and why? Answer in Persian.

5. (a) Give the dérivations of the following words:—

قمهتهن - آستين - انگشتري - خارو - چوگان *

- (b) Where is the sign of اضافه dispensed with in Persian?

- (c) Write six infinitives which are used both transitively as well as intransitively, with examples.

6. Translate into English:—

آن قصر كه بهرام درو جا گرفت* روبه پچه کردو شپر آرام گرفت
بهرام که گور می گرفتے داده* امروز نگر كه گور بهرام گرفت
فييگانه اگر وفا کند خويش منست* ورخويش جفا کند بدآند یش منست
گر زده رسوافقت کند قریباً است* ورنوش مخالفت کند ذيشه منست

7. Name the authors of the extracts in the third and the sixth questions, and write in Persian a short account of any one of them.

8. Recite from memory five Persian couplets, other than those contained in this paper, and translate them into English.

PERSIAN.—SECOND PAPER.

1. Translate the following passages into Persian:—

A.

در ملک چين استعهان بادزن پسييار متعارف است ذخويكه
هبيچ کس را جاي ز و روا نيمست كه از خانه به بادزن بيزرون

آید اگرچہ هوا سو باشد این عیل را بیشتر از برای زینت و بزرگی می کنند نه از برای ضرورت - دسته بادزن را از اقسام چیزها می سازند مثل آزفی و چوب و دندان فیل و آبنوس - و اصل بادزن را از کاغذ و ابریشم و از گیاهای خوشبو می کنند و بر دسته نصب می فرمایند - و بادزن مردم اکابر و اسرا از کاغذ سفید زرافشان است هرگاه خواهند آفهارا می پیچند و هرگاه خواهند و می کنند و در آنها اکثر اشجار و نباتات سخن ها می نگارند - و نیز متعارف است که بطريق سوغات و هدیه برای یکدیگر بادزن می فروشنند و این نشان دوستی و اخلاص است ۰

B.

مردے کو هسته ای در شهائی امریکا شکارے کرد ۰ در منزل خود بدیوار آویخته از پیه کار رفته بود - در مرا جهت بخانه شکار را نیافت - پس از ملاحظات بسیار پی بجای قدم دزد یافته بازترش روان شد بطرف چندگل - در میان درختان با چند کس ملاقی شد ۰ پرسید که شیما ندیدید مرد کوتاه قد - سفید یوست سالخورد ۰ را که تنگ ک کوتاهی داشت و سگی کوچک کوتاه دم به عقبش روان بود - همه یک زبان گفتند آرے دیدم - گفت چنین شخصی با این صفات شکار مرد برد ۰ - همه انگشت حیرت بدنداش گزیدند و خواش نهودند که بگوید چسان آن کس را بآن صفات یافته بود و حال آنکه چنان می نهود که گذشته اورا ندیده بود - مرد جواب داد کوتاهی قامش را بدان فرمیدم که توده سنگی فراهم کرد ۰ بود چه جائی که آن شکار آویخته بود قدرے بلند بود از زمین - و پیریش را از آن دانستم که قدمها یش را نزدیک یک یکدیگر گذاشته بود و سنگی پوستش را معلوم کردم با آنکه انگشتان پاها یش را در راه رفتن کجع نهاد ۰ بود و حال آنکه ساکنان اندیا را

اين خصلت فيسست و کوتاهي تغذگش را چنان دریافتمن که
 چون به تنه درخته گذارده بود از سر آن تغذگ نشانه بدرخت
 مانده بود و کوچکي سگش ظاهر گشت به نشان پایش - و
 آينکه آن سگ دم کوتاه بود واضح گشت منرا از ماليدنش بر
 خاک هر کجا که صاحبتش ايشتاده بود و آن حیوان بر زمین
 نشسته بود *

2. Translate into Persian the following :—

The diet of the Arabian tribes in Persia is more frugal than that of the other inhabitants of the kingdom. It consists chiefly of dates. But what others would consider a hardship, habit, with them, has converted into an enjoyment and the Arab deems no food more delightful than that upon which he lives. Some years ago, a woman belonging to one of the Arab families settled at Abushahr, had gone to England with the children of the British Resident at that place. When she returned all gathered round her to gratify their curiosity about England. ‘What did you find there?’ ‘Is it a fine country?’ ‘Are the people rich— are they happy?’ She answered, ‘the country is like a garden, the people are rich, have fine clothes, horses, houses, and carriages, and are said to be very wise and happy.’ Her audience were filled with envy of the English and a gloom spread over them which showed discontent at their own condition. They were departing with this sentiment, when the woman happened to say; ‘England certainly wants one thing.’ ‘What is that,’ said the Arabs eagerly. ‘There is not a single date-tree in the whole country!’ ‘Are you sure,’ was the general exclamation. ‘Positive’ said the old nurse. ‘I looked for nothing else all the time I was there, but I looked in vain.’ This information produced an instantaneous change of feeling among the Arabs, it was pity not envy, that now filled their hearts; and they went away wondering how men could live in a country where there were no date-trees?

SANSKRIT.—FIRST PAPER.

1. यथा स्त्रीकेन पादेन न रथस्य गतिर्भवेत् ।
 तथा पुरुषकारेन विना दैवं न सिध्यति ॥

चलत्वेक्षेन परदेज लिहुत्येकेन बुद्धिमान् ।

नाऽसमीक्ष्य परं स्थानं पूर्वसायतनं त्यजेत् ॥

नार्जीतोऽवदत् । अहनन गङ्गातीरे जित्यज्ञायी निरा-
सिषाश्ची ब्रह्मचर्येण चान्हायणाग्रतमाचरहिष्ठानि । युक्तांश्च
धर्माचार् सभ विद्यासमस्यः पक्षिणः एवं सर्वदा भक्ताग्रे
प्रस्तुवन्ति । लतो भद्रद्वयो विद्यावयोद्दुष्यो धर्मंग्रोतुमह-
भ्रान्तः । भद्रत्पद्मेद्वपुर धर्मजा यन् भासतिद्यि हन्तुमुद्यतः ।
गृहस्थस्यैष च धर्मः ।

अरादप्युचितं कार्यतातिष्ठं गृहगागते ।

क्षेत्रुः पार्श्वं गतां ज्ञायां नोपसंहरतेद्वुमः ॥

यद्यप्यक्षेत्रातित तदा प्रीतिदचनेनापि तावदतिदिः
धूम्यः । तथा चोक्तम् ।

वृणानि भूसित्वदकं याप्य चतुर्थीं च चृत्वता ।

एतान्परिसतां येहे नोच्छिद्यन्ते कदाचन ॥

(a) Translate the above extract into English:—

(b) Decline सत्, वाच्, प्रीत, क्षेत्र् and यदत् in the accusative
(द्वितीया), locative (सप्तमी), dative (दृथी), genitive (पती)
and nominative (प्रथमा) cases respectively.

(c) Parse the underlined words.

(d) Conjugate ए, हन्, स्त् ज्ञा and यद् in the second future
(जृद्), imperative (लोद्), present tense (स्त्र्) first
preterite (जड्) and second preterite (जिड्) respectively.

2. Explain in Sanskrit.

(1) अत्यच्छेना विलहुन लक्ष्येनातिकास्या ।

अन्तर्भिन्नेन संग्राहंगौक्षिक्केनापि दर्शनम् ॥

- (2) सेवितव्यो नहावृक्षः फलच्छायासुभन्धितः ।
यदि हैवात् फलं नास्ति खाया केन निवार्यते ॥
- (3) न खलपस्य कृते शूरि नाशयेन् सतिमान् नरः ।
एतदेवहि पाण्डित्यं यत् खलपाद् शूरिरक्षणम् ॥
- (4) यदभावि न तदभावि भावि चेन्न तदन्यथा ।
इति चिन्ताविषयोऽवसरदः किं न पीयते ॥

(a) Parse the underlined words.

(b) Change the voice in extracts (1) and (4).

3. Turn into simple prose :—

- (1) एकेनापि शुब्रवृक्षे युष्मितेन सुगन्धिना ।
वासितं तद्वनं सर्वे लुपुन्नेण कुलं यथा ॥
- (2) यो सिन्नं कहते शूद्रात्मनो ऽसदूशं कुधीः ।
हीनं वाप्यधिकं वापि हास्यतां वात्यसौजनः ॥
- (3) व्यसनेष्वेव सर्वेषु यस्य बुद्धिर्व हीयते ।
स तेषां पारन्भयेति तत्प्रभावाद् लंशयम् ॥
- (4) शत्रुमूलयेत् प्राज्ञस्तीदयं तीक्ष्णेन शत्रुखा ।
व्यषाकरं सुखार्थाय वाणटकेनेव कणटकम् ॥

(a) Exound and name the *samasas* in the underlined words.

(b) Translate the extract (4) into English or Hindi.

(c) State the rules of *sandhi* in एकेनापि, तद्वनं, यो सिन्नं, शूद्रात्मनोऽसदूशं, हीनं वाप्यधिकं वापि, स तेषां, प्राज्ञस्तीदयं and कणटकेनेव ।

4. बहुभिर्भूर्खलंघातैरन्योन्यपशुवृत्तिभिः ।

प्रच्छाद्यन्ते गुणाः सर्वे चैचैरिव दिवाकरः ॥

(a) Write out the purport of the above extract in English or Hindi.

(b) Change the voice of the above extract.

5. Write down the meanings of the following words in English or Hindi.

अस्त्रक, स्त्रायु, लगुड, प्रतिविस्व, कस्तोल, नागदन्त, कुलिश दुर्ग, and जातु ॥

SANSKRIT.—SECOND PAPER.

1. Translate into English any six of the nine extracts given below :—

(1) गच्छतस्तिष्ठतो वापि जायतः स्वपतोऽपि वा ।

भा भून्मनः कदाचिन्मे त्वया विरहितं हरे ॥

(2) यादृशं जनमनः परभार्थां

यादृशं परधनयहणेषु ।

तादृशं यदि भवेज्जगदीशे

सोक्ष्ववस्तु किमु तिष्ठति दूरे ॥

(3) आर्थोर्धां यानि दुःखानि सहते रूपणो जनः ।

तान्येव यदि धर्मार्थां न भूयो जन्मभाग् भवेत् ॥

(4) किं तस्य दानैः किं तीर्थैः किं तपोभिः किमध्वरैः ।

हृदिस्थो यस्य भगवान् मङ्गलायतनं हरिः ॥

(5) विषय विषयाणाञ्च दूरमत्यन्तमन्तरम् ।

उपभुक्तं विषं हन्ति विषयाः स्मरणादपि ॥

(6) इर्षनात् पावनाः सन्तः सन्तः शोकहरा गिरः ।

सेवनात् ज्ञानदाः सन्तः सन्तः संसारतारकाः ॥

(7) आदरेण यथा स्तौति धनवन्तं धनेच्छया ।

तथा चेत् विश्वकर्त्तरं को न सुन्दयेत वन्यनात् ॥

(8) मनो यस्य वशे तस्य भवेत् सर्वं जगद्द्वयशे ।
मनस्तु वशे योऽस्ति स सर्वजगतोवशे ॥

(9) पूर्वं किल भूतले चक्रवर्तीं काशिराजो विद्याधरो
नाम बभूव । तस्य विद्यावती नाम कन्यासीत् । सा सुचरि-
तैर्मातरपितरावतीव सन्तोषयामास । अथ गच्छता कालेन
सा स्वगुणान्विता बवृधे । काशिराजस्तु प्राप्तयौवनां तां दृष्ट्वा
तद्विवाहार्थसुद्युक्तो बभूव । सा च तदालक्ष्य यावत् तीर्थ-
स्तानैः शरीरशुद्धिं न विदधामि तावद् विरमतु भद्रविवाह
इति सखीद्वारा विवाहं निवार्य तीर्थयात्रायै पितरमनुज्ञां
ययाचे । आबालकालादेवदेवपूजादिनियमवर्तीं सुतां जानानः
पिता भवतु यथेयं वदति तथा करोमि । इति गजवाजरथादि-
सेनोपकरणानि प्रदायानुसेने ॥

2. Translate into Sanskrit any five of the following extracts :—

- (1) Riches are for the comfort of life ; not life for the sake of amassing riches.
- (2) Ten crows will eat together in peace but to dogs will not get on together on a carcass.
- (3) A greedy man is hungry with a world in his possession, while a contented man is satisfied with a little.
- (4) If a precious stone falls in a mire it is precious all the same ; and if dust ascend to heaven, it is none the less worthless.
- (5) The will of the almighty brings one down from a throne and preserves another in the belly of a fish.
- (6) A beggar whose end is happy is better than a king whose end is unhappy.
- (7) A wise man knoweth a fool because he hath formerly been ignorant ; but a fool does not know a wise man because he never was wise himself.

HISTORY.

1. Describe the social and political state of England arising from the Saxon Conquest.
2. (a) Give an account of the important legal reforms introduced during the reign of Edward I.
(b) Mention the causes of the Hundred Year's War. Give a short account of the campaigns of Edward III. in France.
3. When and under what circumstances was the "Petition of Right" enacted? State the principal provisions of that Act.
4. Explain the circumstances under which William III. came to the throne.
5. Mention the chief incidents in struggle between England and France arising from the French Revolution.
6. State the most important parts connected with the history of the Seythian Empire and of the Gupta Empire.
7. Contrast the policy of Akbar with that of Aurangzeb; and show how it was that Akbar's policy tended to consolidate the empire, while that of Aurangzeb led to its downfall.
8. Enumerate the administrative and social reforms that were carried out in India between the years 1288 and 1835.
9. Mention the additions made to the British dominions in India under the administrations of Warren Hastings and the Marquis of Wellesley.

GEOGRAPHY.

1. A man journey's round the World along the equator.
(a) Mention, in order, the countries, divisions, oceans and islands over which he would pass.
(b) State what you know regarding the physical features and climates of the various countries and islands.
(c) Give some account of the animals and races inhabiting these parts.

2. State accurately the positions of the following. Mention some circumstance of interest connected with each town and island, and state to what nation each island or group of islands belongs.

Towns.—Cologne, Glasgow, Quebec, Havana, Lyons, Marseilles, Oporto, Shanghai, Yokohamo, Tobolsk, Singapore.

Islands.—Jamaica, Mauritius, Philippines, Canary, New Zealand.

3. Describe the chief physical characteristics of either Spain, or Egypt.

4. Name.—

(a) The divisions of India which receive the greatest and least rainfall.

(b) The chief seaports of England.

(c) The chief mountain and river systems of Asia.

5. Draw very neatly a map of Africa showing the principal physical features and chief towns.

6. Explain fully how there is a continual circulation of air and water the motive force for which is the Sun.

7. What is Coal? Explain, in detail, its formation.

8. Give clear explanations of—

(i) Why there is more dew on clear than on cloudy nights.

(ii) Why rain water is soft and spring water hard.

(iii) Why ice floats on water.

(iv) Why a balloon ascends.

X GEOMETRICAL DRAWING.

Note.—All figures must be obtained by *Geometrical construction only*. Rough sketches with theoretical explanation are not marked. Leave all lines of construction in pencil, no rubbing out. Answers to be in firm ink Lines.)

1. Construct a regular heptagon, with $1\frac{1}{2}$ inch side.
2. Find the centre of a circle with 2 inch radius.
3. Construct a rhombus, with a side of 3 inches, and two opposite angles 75° each. Inscribe a square.

4. Construct a diagonal scale of 7·5 feet to an inch, to read inches. Draw a line of any length, and on it set off 28 feet 5 inches.

5. Construct an equilateral triangle with sides of 4 inches, and inscribe three equal circles, each touching two sides and two circles.

BOOK-KEEPING.

I. Define the terms—

Interest, Capital, Discount, Invoice and Salvage.

2. What is a bill? What do you mean by—

- (a) discounting a bill,
- (b) retiring a bill, and
- (c) renewing a bill.

3. Rule a form for a Cash Book suitable for recording the following transactions of a merchant by double entry :—

(a) Cash on hand	...	...	Rs. 50/-
(b) Goods bought for cash	...	...	" 20/-
(c) Cash paid to Bank	...	...	" 20/-
(d) Received from Bank	...	...	" 50/-

Balance the Cash Book. What is the balance of cash on hand.

4. Make Journal entries—

(i) *B* sells sugar worth Rs. 70 to *A*

(a) part of cash	...	...	Rs. 20
(b) part for his acceptance	...	...	" 30
(c) part on credit	...	...	" 20

(ii) *B* borrows Rs. 20 from *C*.

(iii) *B* lends Rs. 30 to *D*.

5. Describe the profit and Loss Account and show how the balance of this account is dealt with.

6. Explain the meaning and use of the Balance Sheet.

7. Janki Prasad's Assets and Liabilities on 1st January, 1899, are as follows :—

			Rs.
Cash	...	...	5,000
Sugar valued at	...	...	5,000
Bills Receivable, due on 29th January, 1899	...	...	400
Bills Payable, due on 30th Jany., '99	...	...	1,600

His transaction during the month :—

			Rs.
1st Jany., 1899.	Sold to A. Smith sugar	...	1,600
" " "	Received from A. Smith his accept- ance due 10th May, 1899	...	1,600
3rd " "	Sold sugar for cash to Maharaja, Durbhunga	...	3,000
5th " "	Bought from Sagar Mall sugar	...	20,000
7th " "	Paid Sagar Mall in cash	...	6,000
	Accepted Sagar Mall's draft due: 12th June, 1899	...	14,000
10th " "	Discounted A. Smith's Acceptance, due 10th May, 1899		
	Received cash	Rs. 1,560	
	Allowed Discount, ,,	40	
		—	... 1,600
17th " "	Sold to Nawab of Rampur sugar	...	18,000
25th " "	Received cash from Nawab of Rampur	...	10,000
29th " "	Received cash from Bills Receiv- able, due this day	...	400
30th " "	Paid cash for Bills Payable, due this day	...	1,600
31st " "	Paid cash for wages of clerks, &c.,	...	60
	Value of sugar in stock	...	4,000

Rule out a Ledger and post the above in it by Double Entry.

Prepare a Profit and Loss Account and Balance Sheet.

8. Describe the Process of Closing and Balancing Ledger.

POLITICAL ECONOMY.

1. Indicate the exact service which labour renders to production. Distinguish between Productive and Unproductive labour, and state, giving reasons, whether the following persons are productive labourers :—

- (a) A policeman.
(b) A violin maker and a violin player.
(c) A teacher of a medicine and a teacher of chess.

- 2. State the chief functions of Capital.**

What is meant by saying wealth can perform the functions of capital by being wholly or partially consumed.

State, with reasons, whether Rs. 50,000 is capital in either of the following circumstances:—

- (a) Invested in ornaments for the use of the family.
(b) Invested in railway.

3. Explain how the market price of a commodity tends to approximate to a sum just sufficient to yield the current rate of wages and profits to the producers.

4. On what does the rate of interest depend? What are the principal causes which give rise to fluctuations therein?

"High interest means bad security." Comment on this saying.

5. Compare the respective advantages and drawbacks of Trade Unions and Corporations as agencies for improving the economic positions of the working-classes.

6. Give a brief account of Schultze-Delitzsch and Raiffeisen Credit Banks.

7. Describe the tendency constantly in operation to produce an equality between the exports and imports of a country; and mention some of the circumstances which counteract this tendency.

8. Distinguish the different functions of money. How does credit operate as a substitute for money?

9. How does the Income-Tax affect the possessor of a small income as compared with the possessor of a large income?

10. State the arguments both for and against discriminating between permanent and temporary incomes in their treatment by the Income-Tax.

ENTRANCE AND SCHOOL FINAL-EXAMINATIONS, 1901.

ENGLISH.—FIRST PAPER.

[Answer only the questions asked. Do not give general paraphrases of the passages. Candidates are cautioned not to neglect the last question, for which 20 marks are assigned.]

1. Here the good duke lived with his loving friends, who had put themselves into a voluntary exile for his sake, while their land and revenues enriched the false usurper; and custom soon made the life of careless ease they led more sweet to them than the pomp and uneasy splendour of a courtier's life. Here they lived like the old Robin Hood of England, and to this forest many noble youths daily resorted from the court, and did fleet the time carelessly as they did who lived in the golden age.

(a) Who is the duke here referred to? Give a brief outline of the Tale from which the above extract is taken.

(b) Express in other words the meaning of the clause, "Who had put themselves into a voluntary exile for his sake."

(c) Explain "the pomp and uneasy splendour of a courtier's life." Why is it called "uneasy?"

- (d) Who was Robin Hood, and how is he said to have lived?
- (e) Explain the phrase "the golden age." Why is it so named, and how were men without care in that age?
- (f) Give synonyms for—usurper, resorted, fleet.

2. Explain the meaning and force of the words printed in thick type in the following.

- (a) Lear would not hear him **out**.
- (b) Item, two lips, **indifferent red**.
- (c) Shylock thought within himself, "If I can once catch him **on the hip**, I will feed fat the ancient grudge I bear him; he hates our Jewish nation; he lends out money gratis, and among the merchants he rails at me and my well-earned bargains, which he calls interest."
- (d) When the mind is at ease, the body **has leisure to be delicate**.
- (e) I took naturally to everything connected with the sea.
- (f) How do you **make out** that this island was made by them?
- (g) I can honestly say I was a better and more serious person; **not but what** I am bad enough now.
- (h) I don't mind **building** this wall.
- (i) Let us take the telescope, **at all events**, father.
- (j) I think you'll make a sharp, seaman **by and by**.
- (k) There is nothing like being prepared.
- (l) Suppose we return.

3. "Resolute men can do a great deal." Show how this sentence in "Mastermen Ready" is exemplified in the course of the story, and especially in the conduct of Ready himself. (The account must not exceed 300 words).
4. (a) O luxury! thou curst by heaven's decree,
How ill-exchanged are things like these for thee,

What, in Goldsmith's opinion, are the evils produced by luxury? What are the "things like these" with which he contrasts luxury?

- (a) To me more dear, congenial to my heart,
One native charm, than all the gloss of art.

Explain the phrases "native charm" and "gloss of art," and bring out clearly the contrast implied.

- (c) E'en his failings leaned to virtue's side.

Of whom is this written? Express the meaning fully, illustrate it from the details given in the poem.

5. No sound of joy or sorrow
Was heard from either bank ;
But friends and foes in dumb surprise,
With parted lips and straining eyes,
Stood gazing where he sank ;
And when above the surges
They saw the crest appear,
All Rome sent forth a rapturous cry,
And even the ranks of Tuscany
Could scarce forbear so cheer.

- (a) *Describe the incident here mentioned.*
(b) *Explain what is meant by "either bank," "friends and foes," "the surges," "the crest," and "the ranks of Tuscany."*
(c) *What figure of speech is involved in the expression "all Rome?"*
(d) *Express the last line in different words. What other meanings may "cheer" have?*

5. *Rewrite the following passages in your own words, taking care to express each idea fully and accurately :—*

- (a) What is meant by the poet's maxim, "A little-knowledge is a dangerous thing?" Not that knowledge, little or much, if it be real knowledge, is dangerous; but that many a man considers a mere slight and hazy view of many things, to be

real knowledge, whereas it does but mislead, just as a short-sighted man sees only so far as to be led by his uncertain sight over the precipice. Whatever we learn must be really studied and mastered, as far as it is taken up.

(b) Goods manners are a passport in society, and usually determine a man's success in life. A good man often injures himself by his bad manners. Good manners, says Locke, are the fruit of good sense and of good feeling. If the law of kindness and gentleness be written in the heart, it will lead to that desire to oblige and to please others which is the foundation of good manners. The true way to learn courtesy is to place self last; therefore in being thoughtful of others we are cultivating good manners.

(c) Fortune attends the lion-hearted man
Who acts with energy ; weak-minded persons
Sit idly waiting for some gift of fate.
Banish all thought of destiny, and act
With manly vigour, straining all thy energy
The blame of failure will not rest with thee.

ENGLISH GRAMMAR.—SECOND PAPER.

1. (a) Give the *singular* of the following nouns :—
appendices, bases, radii, storeys, staves,
cherubim, woes, automata, footmen.
(b) and the *plural* of the following :—
maid-servant, lord-lieutenant, court-martial,
pailful, man-servant.
(c) Give the *possessive case singular* of :—
father-in-law, goodness, ladies, conscience.
(d) and the *feminine* of :—
fox, czar, duke, administrator.
2. (a) Is the verb in the following transitive or intransitive,
“Not a drum was heard ?”

- (b) What are the transitive verbs corresponding to *fall, lie, sit, rise?* Give the present and past tense and past participle of each of the transitive verbs you mention and give a sentence showing the use of each one in the present tense.
- (c) Put into the active voice; *Swords were drawn by the nobles*, and into the passive voice: *The earl demanded his name.*

3. Add a sentence to each of the following so as to show that you clearly understand when each should be used:—

- (a) *I did come.*
- (b) *I ought to come.*
- (c) *I ought to have come.*
- (d) *I will come.*

4. (a) Distinguish between the following sentences;

- (1) If he *is* in the city I shall find him.
- (2) If he *be* in the city I shall find him.
- (3) If he *were* in the city I shall find him.

(b) What is the mood of *may* in the following?

- (1) You *may* go.
- (2) I love you that you *may* love me in return.
- (3) *May* you be happy!

5. What prepositions should be used after the following words? Give a sentence to illustrate each:—

absolve, confide, worthy, expert, prejudice,
agreeable, correspond, confer, thirst.

6. Correct the following sentences where necessary and give reasons for corrections:—

- (a) I never have and never can believe it.
- (b) What is the use of him saying *so*?
- (c) They each followed in their turn.
- (d) His was one of those violent temper, that produces such sad results.

7. Analyse the following and parse the words *in italics*:-

In Bruges town is *many* a street.
Whence busy life hath fled ;
Where, without hurry, noiseless feet
The grass-grown *pavement* tread.
There heard we, *halting* in the shade,
Flung from a *convent-tower*.
A harp that tuneful *prelude* made
To a voice of *thrilling* power.

8. Expand the following words and phrases *in italics* into sentences :—

- (a) He announced *the arrival of Caesar*.
- (b) The boy went home *on the completion of his task*.
- (c) He labours *to become rich*.
- (d) He failed *through carelessness*.
- (e) *This being granted* the proof is easy,

9. (a) Turn the following into *Indirect speech* :—

“Now just you stay where you are !” she said.
“ I must go and see who’s knocking,” he replied.
“Whoever can be knocking at this time of night ?”
“ How do I know ? That’s just what I am going to find out ?”
“ I won’t let you.”
“ What are you afraid of ?”
“ I’m frightened to death. You shan’t go ! I tell you you’ll be killed.

(b) And the following into *Direct speech* :—

She asked if he would be back soon and if she should wait for him. The servant replied that she had been expecting him for some time and requested her to walk in.

10. The following is an outline of a story. Tell the story in your own words following this outline. You may add a little to the story so as to make it more complete and interesting but the whole should not occupy more than twenty lines :—

A boy wandered from his home—entered a deep cave—saw two eyes glaring at him—the boy turned to flee—the animal bounded towards him—the boy fell down through fear—a shot was heard—the animal fell dead—the shot was fired by the father who had followed at a distance.

ENGLISH.—Third Paper.

Translate into English :—

A.

لڑکونکو اچھی کتابیں پڑھانا اور بڑی کتابوںکے پڑھنے سے بہانा بھی ماں باپ کا فرض ہے۔ اچھی کتابوںکے پڑھنے سے لڑکونکو عہدہ باتوںکا علم ہوتا ہے اور جس طور سے دنیا میں برتنا چاہئے وہ اونکو معلوم ہو جاتا ہے۔ یقین جانو کہ قصہ کہانی اور عشق بازی کی باتوںکے پڑھنے سے لڑکونکو سوائے نقصان کے کچھ فائدہ قبیل ہوتا۔ ایسی کتابوں سے تو جہاں تک ہو سکے بہانہ ہی چاہئی۔ بڑے لوگوںکے کار فامی پڑھانا بھی لڑکوںکے لئے نہایت فائدہ مند ہے۔ انکے پڑھنے سے وہ ذرائع معلوم ہوتے ہیں جنسے انسان اپنی ترقی کرسکتا اور ناموری حاصل کرسکتا ہے۔ جب تک لڑکا بڑے لوگوںکے کار فامی قبیل جافتا قب تک یہ فہیں جان سکتا کہ کیا کرنا چاہئے اور کس طرح رہنا چاہئے اس سبب سے بڑے لوگوںکے کار فاموںکے راہ پر چلنا سدا کے لئے خیرو بخش ہے۔

B.

کسی جنگل میں تار کے درخت پر ایک بیبا کا گھومنسلا تھا۔ وکھن ایام بارش میں شام کے وقت بیبا اپنے گھر میں بیٹھتا تھا کہ یہاں ایک بادل اونٹ آیا۔ پہنچلی چھکنے لگی۔ بڑے بوندگرنے لگے۔ اتنے میں ایک بندر دکیہ سے پریشان وہاں آنکلا۔ بارش سے دیکھ پاکر اوس درخت پر چڑھ آیا۔ لیکن کبھی ایسے پتے نہ

تھے کہ اوس بے پنداہ بندر کو بیچا لیتے۔ کبھی اس شاخ پر اور کبھی اوس شاخ پر جا دیکتا۔ جب اونے بھی گرفتے لگئے قبضے تو دھیرا کر چلا تھا لگا۔ بیبا سے اب رہا نہ کیا پکار کر بولا اے بندر تمہکو خدا نے آدم زاد سا بدن دیا ہے ہاتھ پاؤں دئے ہیں تم چاہو تو بہت کچھ کو سکتے ہو اگر اپنا ایک گھر بنائے ہوئے تو اس وقت کیسا کام آتا۔ دیکھو مجھ کو میں بے پنداہ چھوٹی سی چڑیا ہوں اپنے مقدار کے موافق کیسا ایک خوب صورت گھر بنایا ہے۔ سکھ سے بیتھا ہوں اور خدا کا شکر گارہا ہوں۔ بندر ایک تو پہلے ہی سے چڑھا تھا بیبا کی باتوں سے جلگیا اور جن جھلک کر ایک ہاتھ مارا اور گھومنسلے کو فوج کے پہنچنے کر دیا۔

صلاح دیجے اوسکو جسکو صلاح سمجھا
صلاح ندیجے بندر کو جو نقصان کرو

O.

ایک وقت کسی ملک پر مخدود نے چڑھائی کی۔ اوس ملک کا مالک ایک کم عہدوں کا تھا اور اوس کی ماں سلطنت کرتی تھی۔ جب اوس جانب مخدود کی چڑھائی کی خبر سنی قبضے اوس عقلمند عورت نے کھلا بھیجا کہ اگر اپنے مجھ پر فتح پائی تو جہاں جہاں فتح لکھی جائیگی تھاں قہاں یہ بھی لکھا جائے گا کہ مخدود نے ایک بیوہ عورت کے ملک کو بھی چھوپیا گیا۔ اور اگر شکست پائی تو بڑے شرم کی بات ہوگی۔ مخدود سمجھا گیا اور اونہر کا رخ چھوڑ دیا۔

Translate from Hindi into English:—

A.

बालकों की अच्छी पुस्तकों का पढ़ाना और बुरी पुस्तकों के पढ़ने से बचाना भी माता पिता का धर्म है। अच्छी

दुश्तकों के पढ़ने से बालकों को उत्तन वातीं का ज्ञान होता है। और जिस प्रकार संसार में दर्तना चाहिये वह उनको जालून हो जाता है। लिखव आलीं कि किसने कहाँची और प्रकार इस की कायाओं के पढ़ने से बालकों को जिवाय गति के कुछ लाभ नहीं होता। ऐसी दुश्तकों के लो जहाँ तक हो नके बचाना ही चाहित है। त्रिष्ठुर्दुष्टयों का गीवन चरित्र पढ़ना भी आलकों के लिये अतीब लाभदायक है। उनके पढ़ने से जिन २ उपायों से पुल्य अपनी उत्तति कर सकता है और कीर्ति प्राप्त कर सकता है उब जालून हो जाता है। जब तक बालक बड़े लोगों के जीवन चरित्रों को नहीं जानता तब तक यह करना चाहिये किन्तु तरह रहना चाहिये नहीं यानि सकता। इस कारण श्रेष्ठ पुरुषों के जीवन चरित्रों का असुन्नरण करना सदैव कल्याणकारक है ॥

B.

किसी बच्चे में ताड़ के चेहरे पर एक बया प्रदी का घोंगला था। एक दिन बर्पा के जलनुमें जांझ सन्ध्य बया अपने घर में बैठा था कि एकार एकी सेध उत्तिहि शाये विजुनी पञ्जकने लगी। बड़ी २ बूँदे पढ़ने लगी। उत्तने में दुःख से आत्मुर मूळ बन्दर बहाँ आ निकला बर्पा से दुःखी होकर उन दृश्य पर चढ़ आया। परन्तु कहीं ऐसे पत्ते न थे कि उत्त निरावय बन्दर को बचा लेते। कभी इस शत्रु पर कभी उत्त पर जा दृश्यता। अब ओले भी जिरने लगे तब तो घबड़ा कर छिपाने लगा। बया से शब रहा न गया। पुकार के कहा धरे बाजर तुम्हे परसेश्वर ने सनुप्य की ली देह दियी है। दाय पांच दिये हैं। तस घाहो लो बहुत कुछ फर सकते हो। यदि एक अपना घर बना लिये होते तो उत्त सन्ध्य दीता जान जाता। मुझको

देखो मैं असहाय छोटा तो पक्की हूँ। अपनी अवस्था के अनुसार कैसा एक उन्दर घर बना सिया है। लुख से बैठा हूँ और ईश्वर का धन्यबाद गा रहा हूँ। मानर एक तो पहले ही थे चिढ़ा था। बया की बातों से जल गया। उंहला कर पूँज हाय आरा और थोंसले को नोच के फैंक दिया ॥

शिक्षा बा को दीजिये जाकर लीख भुक्ताय ।
चीख न दीजि बन्दरा अपनी हानि कराय ॥

C.

एक बेर किसी देश पर जहमूद ने बढ़ाई कियी। एक छोटी उत्तर का बालक देश का खानी था और उसकी भाता राज्य करती थी। जब उधर जहमूद की बढ़ाई का जनाचार लगा गया उस बुद्धिमती ली ने कहला भेजा कि यदि आपने युक्त पर जथ पाई तो जहां २ जीत सिखी जायगी लहां २ यह भी लिखी जायगी कि जहमूद ने एक विधवा का देश भी छीन लिया परन्तु यदि पराजय पाई तो बड़ी लज्जा की बात होगी। जहमूद उत्तर गया और उधर का लख लौड़ दिया ॥

MATHEMATICS.—FIRST PAPER.

1. (a) What is the greatest length which is contained a whole number of times exactly in both $25\frac{15}{28}$ feet and $21\frac{9}{20}$ feet?

- (b) Find the value of

$$\frac{\frac{49}{21} \text{ of } (\frac{31}{3} - \frac{21}{2}) \div \frac{5}{8} \text{ of } \frac{3}{8}}{\frac{23}{23} \div (\frac{1}{2} + 1)} \text{ of } £46.$$

2. (a) Express the difference between 9.428571 and .857142 as a vulgar fraction in its lowest terms.
 (b) Extract the square root of

$$\frac{.0253 \times .365}{8.03}$$

to five places of decimals.

3. In a two-mile race *A* wins, *B* being 22 yards behind, and *C* 106 yards behind *B*. By how much would *B* beat *C* in a three-mile race?
4. What sum at compound interest will amount to Rs. 650 at the end of the first year and to Rs. 676 at the end of the second year?
5. How much $3\frac{1}{2}$ per cent. Government Securities at $95\frac{1}{4}$ must be sold in order to purchase enough 5 per cent. Calcutta Municipal Debentures at $119\frac{1}{2}$ to produce an annual income of Rs. 665, a brokerage of $\frac{1}{4}$ per cent. being charged on each transaction?
6. (a) Find the H.C.F. of
 $x^3 - 2x^2 + 1$ and $2x^3 + x^2 + 4x - 7$.
 (b) Extract the square root of
 $(a-b)^4 - 2(a^2 + b^2)(a-b)^2 + 2(a^4 + b^4)$.
7. Simplify.
 (i) $(a-b+c)^5 - (a+b-c)^5 + 6a\{(a^2 - (b-c)^2)\}$.
 (ii) $\frac{1}{1+x+x^2} - \frac{1}{1-x+x^2} + \frac{2x}{1-x^2+x^4}$.
8. Solve the equations:—
 (i) $\frac{3x+1}{4} - 2(6-x) = \frac{5x-4}{7} - \frac{x-2}{3}$.
 (ii)
$$\left. \begin{array}{l} \frac{2}{x-1} + \frac{3}{y+1} = 2 \\ \frac{3}{x-1} + \frac{2}{y+1} = \frac{13}{6} \end{array} \right\}$$
.
 9. A number has three digits which increase by 1 from left to right. The quotient of the number divided by the sum of the digits is 26. What is the number?

10. If $\frac{x-y}{x+y} = a, \frac{y-z}{y+z} = b, \frac{z-x}{z+x} = c,$

shew that

$$(1-a)(1-b)(1-c) = (1+a)(1+b)(1+c).$$

MATHEMATICS.—SECOND PAPER.

[N.B.—The usual signs and abbreviations are permitted.]

1. Any two sides of a triangle are together greater than the third side.

The sum of the distances of any point from the vertices of a triangle is greater than half the perimeter of the triangle.

2. The opposite sides and angles of a parallelogram are equal and a diagonal bisects it. Prove also that the diagonals bisect each other.

3. The rectangle contained by the sum and difference of two straight lines is equal to the difference of the squares described upon them.

4. The angles in the same segment of a circle are equal.

5. Inscribe a circle in a given triangle. Given the base and verticle angle of a triangle, find the locus of its incentre.

6. (a) In a right-angled triangle the sides forming the right angle are 24 ft. and 45 ft. Find the perpendicular from the right angle on the hypotenuse.

(b) In a parallelogram the perpendiculars between the two pairs of parallel sides are 64 ft. and 91 ft. If one side is 119 ft. find the adjacent side.

7. The two parallel sides of a trapezium measure 58 yds. and 42 yds., and the other sides are equal, each being 17 yds. Find the area.

8. (a) Two tangents drawn from an external [point to a circle are at right angles and measure $1\frac{3}{4}$ in. each. Find the area of the circle.

[Take $\pi = \frac{22}{7}$]

(b) The chord of an arc is 48 in. and the chord of half the arc is 27 in. Find approximately the length of the arc.

[Take $\pi = 3.1416$.]

9. Draw a plan and calculate the area of a field from the following measurements in links:—

From	to A 1700 <hr/> C <hr/> to D 800 400	range to A.
From	B <hr/> to E 1500 1100 625	go North. <hr/> 180 240
From	A	go East.

ARABIC.—FIRST PAPER.

1. Translate the following into English:—

قيل بيني يا العجاج جالس في منظرة له - وعندة وجده
 أهل العراق - اذا اتي بصببي من المخوارج له من العبور فصو
 بضم عشرة سنة - وله ذواباتان موحيتان قد بلغتها خصره - فلهمها
 ادخل عليه - الم يعبا به ولم يكتثر - وصار ينظر الى بناء
 المنظرة - وما فيها من العجائب - ويلتفت يمينا وشمالا - ثم
 اندفع يقول اتبغون بكل ريح آية تعبئون - وتنخدعون مصانع
 لكم تخلدون - قال و كان العجاج متكتما - فجلس - وقال يا
 غلام ! اني اري لك عتنا وذتنا - احفظت القرآن ؟ قال او خفت
 عليه الضياع حتى احفظه ؟ و حفظه الله تعالى - قال افجيمت
 القرآن ؟ قال او كان مغرقا حتى اجبعه ؟ قال افاحكمت القرآن ؟
 قال اليك الله انزله محكما ؟ قال العجاج افاستظهرت القرآن
 قال عاذ الله ان اجعل القرآن وراء ظهيري - قال ويلك قاتلك الله
 ماذا اقول - قال الويل لك و لقومك - قل او عييت القرآن في
 صدرك - قال العجاج فاقرء شيئا - فاستفتح - اعود بالله من
 الشيطان الرجيم - بسم الله الرحمن الرحيم - اذا جاء نصر الله
 والفتح و رأيت الناس يخرجون من دين الله افواجا - فقال

الْمُهِبَّاجُ وَ يَهْكُ - أَنْهُ يَدْخُلُونَ - فَقَالَ الْجَلَامُ قَدْ كَانُوا يَدْخُلُونَ
وَ أَمَا الْيَوْمَ فَقَدْ صَارُوا يَخْرُجُونَ - قَالَ وَ لَمْ ذَانِكَ - قَالَ لَسْوَعَ
فَهَلْكَ بِهِمْ -

2. In the above extract write out:—

(a) The different senses of خوارج - وجدة and مصانع and which is meant here?

(b) The double sense of the expressions taken advantage of by the lad in his conversation with خوارج.

3. Translate the following into English:—

(a) قضيَ اللَّهُ أَمْرًا وَ جَفَا الْقَلْمَمْ
وَ فِي مَا قَضَى رَبَّنَا مَا ظَلَمْ
فَغَيَّ الْأَمْرُ مَا حَانَ لَهَا قَضَى
وَ فِي الْحَكْمِ مَا جَارَ لَهَا حَكْمٌ
بِهِذَا أَوْلَأَ خَلْقَ ارْزَاقَنَا
وَ قَدْ كَانَ أَرْوَاحُنَا فِي الْعَذَمْ

(b) إِنَّهُ يَسْأَلُكُمْ فَضْلَلْ وَ مَنْ
وَ افْتَنْتُمْ فَوْ خَطَايَا فَاعْفُ عَنْيِ
وَ ظَنَنِي فِيْكَ يَا رَبِّي جَهِيلْ
فَحَقَّقْتَ يَا إِنْهُ يَسْأَلُكُمْ ظَنَنِي

(c) أَيْنَ الْمَلَوْكُ وَ مَنْ بِالْأَرْضِ قَدْ عَيْرَوْا
قَدْ فَارَقُوا مَا بَنُوا فِيهَا وَ مَا عَيْرُوا
وَ أَصْبَحُوا وَهُنْ قَبْرُ بِالْأَنْفِي عَيْلُوا
عَادُوا وَ سَيِّهَا بِهِ مَنْ بَعْدَ مَانِثُرُوا
أَيْنَ الْمَسَاكُرُ مَارِدَاتٍ وَ مَا فَغَتْ
وَ أَيْنَ مَاجِهِجُوا فِيهَا وَ مَا ادْخَرُوا
أَتَاهُمْ أَمْرُ رَبِّ الْعَرْشِ فِي عَجَلٍ
أَكْمَمْ يَنْجِيَهُمْ مِنْهُ أَمْوَالٍ وَ لَا وَزْرٍ

(d) شکوت الی وکیم سوء حفظی
فاوصانی الی ترك المعاصری
لان العلیم نور من الله
و نور الله لا يعطي لعاصری

4. Re-write the poetical pieces with diacritical marks very carefully and mention their various authors in Arabic writing.

5. Translate the following into English :—

و يعجّنی من الانكليز خلال - منها انه ليس عندهم فضول
و تکلیف علی الدخیل فیهم - بل ولا علی من هو منهم - فلا
يزورونه في غير وقت الزيارة ولا يستعيرون منه ولا يتعرضون
لهما ياتيه - فلوراؤه مثلاً مضطجعاً على قارعة الطريق لم يسألوا
لای سبب تجعل ذالک - بل ربها حسبوا ان اهل بلاده جهیعاً
يقطّعون مثله و ان في ذالک مصلحة لهم - و ينضم الي ذالک
احتراء میم المرسائل فلا يفتح احدهم كتاباً جاءه باسم غيره بل
يبدل جيده في ايصاله اليه - و اذا زارك منهم زائر فلا يهدى
يده ولا طرفه الی ما بين يديك من الصحف فإذا اراد ان
ينظر في كتاب لم يلمسه الا بعد ان يستأذن ذذک *

6. Mention the ایراب of the following :—

يقطّعون — يستعيرون — يتعرضون — تکلیف —
يسألون — ايصال — زار —

ARABIC.—SECOND PAPER.

1. Translate the following into English :—

حکی ان خسرو و هو ملک من ملوک العرب کان یحب
الموسک فذکن يوماً جالساً فی بستانه هو و شیروین زوجته - فجاء
صیاد و مجهد سیکة کی بیبرت - فاشد لها لخسرو فاعجبته تلك السهکة
فاذکم علیه باربعۃ آلات درهم - فتقالت له شیروین بئس ما فعلت

فقال ولم - قالت لاذك بعد هذا اذا اعطيت احدا من حشونك
 هذا القدر يحتقره و يقول انها اعطاني مثل القدر الذي اعطيه
 لكصياد - و ان اعطيته اقل منه يقول فدا احتقرني و عطاني اقل
 منها اعطي ناصياد - فقال خسرو لقد صدقت - قال رب اغفراني
 ولأخي و ادخلنا في رحمتك - و انت اردم الراحمين - الهمال
 الابنون زينة الحياة الدنيا - وما اصابكم من مصيبة فيها كسبت
 ايديكم - يريد ان يخرجكم من ارضكم فيها ذاقوا مرون - علم
 الاحسان ما لم يعلم - الم يعلم بان الله يوئي - اذهب الي فرعون
 انه طغى - بلبي - ان ربى علي كل شيء قدير - قالوا لم ذك من
 المصليين - و لم ذك نطمهم التمسكين - الم تروا كيف حلق الله
 سبع سماوات طبقات - و جعل القهر فيهن ذورا و جعل الشمس
 سراجا - لم تقولون مالا تفهرون - ان عذاب ربك لا واقع - ما له
 من دافع - وما خلقت الجن والانس الا ليجبردون - ولقد خلق
 الله السماوات والارض وما بيتهما في ستة ايام - ان الله يعلم
 غريب السماوات والارض والله بصير بما تعملون - انا الله وانا
 اليه راجعون - ان الله مع الصابرين - اللهم انت ربى وانا
 عبدك -

2. Translate the following into Arabic giving vowel marks very carefully to the Arabic words you write :—

I saw four women. I met three men in the garden. Ahmad called upon me at my house. Give this book to Omar. Do not sit between two persons without their permission. I have made a promise and must fulfil it anyhow. He alighted from his horse. He has suffered great loss in trade. All praise is due to God the Lord of the whole world. A ruler without justice is like a river without water. He that does good to another does good to himself. Jacob sent his ten sons to buy corn in Egypt. How do you do? Do you know his name? I can speak in Arabic. He can speak in Arabic very well. The Arabic language is very difficult. Quran is in the Arabic language. Lead us to the right path. Few read Arabic well. Their father is Adam and their mother Eve. He killed Zaid. There are three oranges in my garden. Boys are

reading Arabic in the school. The time of examination is near. I went from Meeca to Madina. There are gardens of the date-tree. The Arabs are very strong. They regularly pray to God in the mosque. Fasting in the month of Ramzan is compulsory for Muhammadans. The travellers and the sick may keep fast at other time instead.

PERSIAN.—FIRST PAPER.

1. Translate the following passages into English :—

بازرگانے را ہزار دینار خسارت افتاد۔ پسرو را گفت نباید (a)
کہ با کسے این سخن درمیان فہی۔ گفت اے پا و فرمان قراست
نگویم و لیکن باید کہ مو اب فائدہ این مطلع گردانی کہ مصلحت
در فہیان داشتن چیست۔ گفت تا مصیبت دو ذکر دد یکے ذقان
ما یہ و دیگر شہادت ہوسایہ۔

واز جملہ چیزہا اگر کسے خواهد کہ بہ مصرباغی سازد در (d)
ہر قصل سال کہ باشد بتواند ساخت چہ ہو درخت کہ خواهد
مدام حاصل توان کرد و بنشاند خواہ منہر و معہل خواہ بے
ثور۔ و کسان باشند کہ دلال آن باشند واز ہرچہ خواہی در
حال حاصل کنند و آن چنان سست کہ ایشان را درختہا در
تغارہا گشته باشند و بہ پشت بامہا فہادہ و بسیار بامہائی
ایشان باغ باشد و ازان اکثر پر بار باشد از نارنج و قریب
و انار و سیب و بہ و گل و ریاحین و سپور غیرہا۔

واز مشاغل دولت خانہ خاص فراغ یافتہ بہ شاہ برج (c)
کہ در بلندی بہ سدرۃ البنۃ ہم آغوش است و در استواری
بہ سد سکندر ہم دوش۔ تشریف فرمائند۔ درین بیت
الشرط غیر پادشاہزادھائے کام گار بخت بیدار و چندے از
ملتہ زمان بساط قرب ہیچھے یکے بے دستوري را ذدارد۔ حتی
خدمتگاران کہ اینان نیز بے طلب در فہی آیند و بآن خدمت
قیام دارند تو قف میکنند و بعضے امور پادشاہی کہ بروے

روز افتادن آن صلاح دولت نیست و مضامین فرامیں قضا آئین که بامرائی دور دست باید فوشت و اظهار آن مصالح ملکی بر قباد با وزیر درمیان می آرد -

در عهد خلافت هارون الرشید در شهر بغداد مردے بود (d) بی چیز و پریشان حال که سند باد حمالش میگفتند و پیوسته بارهائی گران میپرورد از مزد همایی روزی میخورد - اتفاقاً روزه از روزها که از اثر آفتاب آهن میگداخت و از کرمی هوا جگر حربا میسوخت سند باد پشته گران بود اشته میرفت تا اینکه بدر خانه بازرگانی رسید که آب زده و رفته بودند - هوائی داشت چون هوائی برشت و در پهلوئی خانه مصطبه بود بزرگ بار بر آن مصطبه گذاشت که لختی بور آساید -

2. (a) Give the plurals of:—

دینار — فائدہ — وزیر

and the singulars of:—

امور — مضامین — فرامیں — مصالح

(b) Write short notes, in Persian, on the following words:—

دینار — سدرة المنتهى — سد سکندر — بیت الشرف بغداد

3. Translate the following into English:—

(a) ہوس پختن از کودک فاقیه
 چنان رشت فبود که از پیو خام
 سرا می بیاید چو طغلان گریشت
 از شرم کنادان نه طغلانه زیست
 نکو گفت لقمان که فا زیستن
 بیه از سماکها پر خطرا فیستان
 هم از بامدادان در کلبہ بست
 بیه از سود و سرمایه دادن زدست

- (b) شاه چون دید کان سه گوهو پاک
 می شناسند گوهو از خاشاک
 بپر ملک دو روزه بی سو بن
 ایمن اند از فریب چونخ کهن
 شادمان شد ز بخت فرخ خویش
 سود بر خاک بندگی رخ خویش
 نیسکن از پیش بینی و پی غور
 با جگر گوشگان شد اندر سور
 داد فرمان که هر سه بدر متغیر
 پیش گیرند ره ز پیش سریر
 تا حد ملک شهر یار بود
 هر که ماند گناهگار بود
- (c) باد گیسوئی عروسان چهن شافه کند
 بوئی نسرین و قرنفل بروند در اقطار
 ژاله بر لاله فرود آمد هنگام سخو
 راست چون عارض گلبوئی عرق کرد یار
 داد بوتی سمن آورد و گل و سنبول و بید
 در د کان بچه رونق بکشايد عطماز
 خیری و خطی و زیلوق رو بستان افراد
 نقشه هائی که درو خیره بیاند ابصار
 ارغوان ریخته بر درگه خضراء چهن
 نه بیگنان است که بر قنایه دیپاد یزار

4. Explain the meanings of the following lines in simple Persian :—

صحبت نیکان ز جهان دور گشت
 خوان عسل خانه زنبور گشت
 دور نگر کن سر نا سردمی
 پر دنار است آدمی از آدمی

محرفت از آدمیان بردہ اند
و آدمیان را فریمان بردہ اند
چون ملک از عهد سلیمان پریست
آدمی آنست که اکنون پریست

5. Analyze the following couplets, using Persian terms:—

اینکه میگویند آن بهتر ف حسن
یار ما این دارد و آن نیز هم

6. What are the خواص of the letters ت and ئ ? Give examples. With what other letters can — ف — ج and غ be changed ? Give examples.

PERSIAN.—SECOND PAPER.

1. Translate the following into English:—

آورده اند که شخصی خانه شخصی بکرایه ستاده بود و
روزے چندے آنجا پسون بردہ ذاگا ازان خانه بیرون رفت و
ازان شهر سفر کردہ بولایت دیگر افتاده- و آنجا بهنام
وزارت رسید- آن فقیر که خانه بدو کرایه داده بود برخاست
و روئے بخدمت او فرماد- چون بدآن شهر رسید خواست که
ببارگاه درآید- حاجبی استاده بود- گفت چه کسی و بچه
جرأت بدین بارگاه در می آمد- گفت آشناست و زیر ام- مرا
آشنازی بدین گستاخی می آرد- حاجب پرسید که چه آشنازی
داری باوے- گفت وقت خانه بکرایه بدو داده بودم حالاً
آمده ام تا نظرے در کار من کند و مرا از حضیض مذلت بدروغه
عزت و حرمت برو آرد- حاجب بخاندید و گفت اے بیچاره
تو مرد نادان بوده این سهل وسیله ایست که خانه بکرایه
داده بودم- این را حق تصور کردہ و آمده که حق گذاری
این را رعایتی یابی- برو سر خویش گیر و مهربی دیگر در
پیش- قضا را و زیر از پس پردازه این گفت و شنید استماع

سی نہود - حاجب را طلبیده کفت با که سخن میگفتی - کفت
 مردے آمد که من آشنائی و زیز ام و وقتی خافه بکرا یه بد
 داده ام من او را ملامت میکردم که این سخن مگوی و بچنین
 سهل وسیله قرب وزیر میگوی و توقع التفات و انعام مدار -
 وزیر کفت غلط کردی برو و او را بیمار که آشنائی قدیم من
 است و حقوق خدمت دارد - حاجب برفت و او را در آورد -
 وزیر او را تعظیم بسیار کرد و دلنووازی بیشمار بجا آورد -
 و احوال عیال و اطفال و پرسید و برای هر یک تخفه و قبرکے
 بزرگانه ترقیب داد و او را دوست کام و با مرادے قهان
 بینزل و مقام باز گردانید -

نورده از مهرو فا سینه را
 سهل مدان صحبت دیرینه را
 روئ مگردان از رفیقان خویش
 یاد کن از خدمت یاران پیش

2. Translate the following into Persian :—

(a) Three days after, as the Caliph Umar was praying in the mosque, Firoze entered suddenly, and stabbed him thrice with a dagger. The attendants rushed upon the assassin. He made a furious resistance, slew some, and wounded others, until one of the assailants threw his vest over him and seized him, whereupon Firoze stabbed himself and expired. Religion may have some share in prompting this act of violence, perhaps revenge for the ruin brought upon his native country. The Caliph gathered strength sufficient to finish the prayer in which he had been interrupted, for he who deserts his prayers commits sin. Being taking to his house, he languished three days without hope of recovery, and could not be prevailed upon to nominate a successor. "I cannot presume to do that," said he, "which the Prophet himself did not do."

(b) In a certain town of Persia, situated on the confines of your Majesty's dominions, there lived two brothers, one named Qasim and the other Ali Baba. Their father,

at his death, left them but a moderate fortune, which they divided equally between them. It might therefore be conjectured that their riches would have been equal, but, chance ordered it otherwise. Qasim married a wife, who very soon after her nuptial ceremonies, became heiress to a large estate, a well furnished shop, and a ware-house filled with rich merchandise. He lived very comfortably. Ali Baba, on the other hand, had taken a wife as poor as himself. He lived in a very humble house, and had no other means of gaining his livelihood, and supporting his wife and children, than by going to cut wood in a neighbouring forest, and carrying it about the town to sell on three asses, which formed the whole of his capital.

SANSKRIT.—FIRST PAPER.

1. Translate the following into English :—

अथं निजः परो वेति गणना लघुचेतसाम् ।
 उदारचरितानां तु बुधैव कुटुम्बकम् ॥
 कारुरयं संविभागश्च यस्य भृत्येषु सर्वदा ।
 संभवेत् स महीपालस्त्रैलोक्यस्यापि रक्षणे ॥
 अथैवं जल्पतां तेषां चित्राङ्गदो नाम हरिणो लुभ्यक-
 त्रासितस्तस्मिन्नेव सरसि प्रविष्टः । अथायान्तं तं सप्तम्ब्रम-
 मवलोक्य लघुपतनको वृक्षमारुडः । लघुपतनको मृगं सप्तम्ब्रम-
 परिज्ञाय मन्थरकमुवाच । एत्येहि सखे मन्थरक तृष्णातर्तीयं
 मृगोऽव समायातस्तस्यशब्दोऽयं न मानुषसंभव इति ।

2. In the above passage :—

(a) Parse the words कुटुम्बकम्, वृक्षम्, सप्तम्ब्रमम्, जल्पताम्, तस्य and नाम ।

(b) Give the roots of आरुडः, परिज्ञाय, उवाच and एहि:, and conjugate them in the third preterite (न्तुङ्).

(c) Decline लघुचेतस्, जल्पत्, and तद् in the nominative singular and plural numbers in all genders.

(d) Exound and name the *Samāsa*s in the underlined words.

(e) Analyze the *Sandhi* in परोवेति, तस्मन्त्रेव, अथैवम्, वृत्यास्तः and एवेदि।

3. Turn into simple Sanskrit prose :—

(a) ऋषि मन्दत्वजापक्तो नष्टो द्वापीष्टदर्शनाक् ।

प्रायेणा प्राणिनां भूयो दुःखावेगोऽधिको भवेत् ॥

(b) प्राणा यथात्मनोऽभीष्टा भूतानामपि ते तथा ।

(c) यः सन्मानं सदा धत्ते भृत्यानां क्षितिपोऽधिकम् ।

विज्ञाभावे ऋषि तं दृष्टा ते त्यजन्ति न कर्हिचित् ॥

(d) सदाचारेषु भृत्येषु संसीदत्सु च यः प्रभुः ।

कुखी स्यान्नरक्तं यात्ति परत्रेह च सीदति ॥

4. In Question 3 translate the extract (a) into English or Hindi. State the rules of *Sandhi* in the underlined words.

5. Correct the following sentences and give reasons for your correction :—

(a) कुलालः सुन्दरं घटः क्रियते ।

(b) नीचः धनं प्राप्त्वा दृष्ट्यति ।

(c) दशरथस्य चतस्रः पुत्रा श्रभूत् ।

SANSKRIT.—SECOND PAPER.

(a) यो न सञ्चरते देशान् यो न सेवेत परिष्ठतान् ।

तस्य सङ्कुचिता बुद्धिर्घृतविन्दुरिवाम्भसि ॥

(b) यस्तु सञ्चरते देशान् यस्तु सेवेत परिष्ठतान् ॥

तस्य विस्तारिता बुद्धिसर्ते तविन्दुरिवाम्भसि ।

(c) प्राज्ञो हि जलपतां पुंसां श्रुत्या वाचः शुभाशुभाः ।

शुणाकदूषाक्षयनादत्तें हंसः क्षीरनिवाम्भसः ॥

(d) विद्याविनयोपेतो हरति न चेतांसि कस्य मनुजस्य ।

काञ्चनमणिसंयोगे न जनयति कस्य लोचनानन्दस् ॥

(e) का ते कान्ता कस्ते पुत्रः संसारोऽयं अतीव विचिन्नः ।

कस्य त्वं वा कुत आयातः तत्वं चिन्तय तदिदं भ्रातः ॥

(f) अत्रैव भारते वर्षे राजपुरं नाम नगरम् । तत्र नगरे
सुनन्दो नाम धीवरः वसति । परं स्वभावेन जीवदयापरः ।
एकदा हुर्भिक्षं सञ्चातम् । तस्मिन् दुभिंक्षे सद्वैजनः अन्नस्या-
प्राप्तौ मत्स्यमांसाहारं करोति । सुनन्दोऽपि भार्यया भणितः ।
स्वमपि लोकाचारं प्रतिपालय । तेन कथितं पापकर्मणा
अलम् ॥

(g) राजगृहे नाम नगरे मणिकारो नाम श्रेष्ठी सुवर्णकोटी-
नामधिपतिरासीत् । एकदा भवितव्यतावशेन तस्य श्रेष्ठिनो
शृहे मारिरोगः सञ्चातः । राजगृहराजेन भणितः । अयं मारि-
रोगः सर्वत्र पुरे सञ्चरिष्यति । अतस्तस्य गृहे प्रवेशनिर्गमरोधः
कारितः । कियता कालेनैव मारिरोगेण सर्वे गृहस्वामिप्रमुखः
परिजना मृताः ॥

1. Translate into English extracts (a) or (b) and any four of the remaining extracts given above :—

2. (a) On the banks of the Narmada there was a town called Dharmapura. There lived a king of the name of Dharma rāja. One day as he was sitting with his ministers in his palace he heard a man crying outside. He ordered his door-keeper to see who the person was and why he was crying. The door-keeper went out and asked the man : "Who art thou and why art thou crying?" The man said : "I am a Brahman. My son has been carried away by a tiger."

(b) In the town of Brahmavara there lived a Brahman of the name of Vishnu Sarma. He was a poorman and had

four sons. Vishnu Sarma died when the children were young. The boys went to the house of their maternal uncle. He did not receive his poor nephews. A friend of their father seeing them in this plight said to them "Come, I shall help you. If you acquire learning you will be happy."

- (c) Thou fool, is not virtue of more worth than riches?
- (d) If thy brother is in adversity assist him.
- (e) If thy sister is in trouble forsake her not.

Translate into Sanskrit extracts (a) or (b) and (c), (d) and (e).

HISTORY.

1. Explain briefly in *any one* of the following cases how the British Government in India makes provision for :—
 - (1) The Public health.
 - (2) The Relief of the Famine-stricken.
 - (3) Education.
2. What marked differences are noticeable between the Subahs of Akbar and the Provinces of British India ?
3. Show the necessity which exists for a Supreme Central Government exercising control over the various provinces. What special matters of public concern are managed directly by the Imperial Government.
4. What causes and events led to the downfall of—
 - cither (1) The Mahratta Confederacy,
 - or (2) The Sikh power.

Notice some of the chief battles which were fought between them and the British.

5. What were the causes of the ill-feeling between England and Spain in the reign of Elizabeth ? Relate the events that occurred in England which led Philip of Spain to despatch the Spanish Armada.

6. Relate briefly the circumstances and events which caused the war between France and England after the outbreak of the French Revolution.

7. Explain clearly the meaning of the following terms :—

- (1) The Subsidiary System.
- (2) Ship-money,
- (3) The New Model,
- (4) The Anti-Corn-Law League.

8. State who the following persons were, and note very briefly the historical events with which their names are connected :—

Asoka, Haider Ali, the Duke of Wellington, Lord Palmerston

9. When and between whom were the following battles fought ? Add a short note explaining the historical importance of each victory.

Baxar, Wandewash, the battle of the Boyne, the battle of the Nile.

GEOGRAPHY.

1. (a) Distinguish between Artificial and natural Geographical Boundries.
- (b) What are the Prime Meridians of Longitude used in Europe ; Can any other Prime Meridian be used ?
- (c) Define :—
Estuary, Archipelago, Glacier.
2. Name the six principal articles of import into England, and the six principal articles of export. Name any country from or to which each comes or goes.
3. Give some account of Guiana, stating its position, climate and by whom governed.
4. Name the chief harbours of Australia and the chief town on each.
5. What are the chief Islands in the Malay Archipelago? To what governments does each belong ?
6. What is an alluvial plain ? Name some of the chief alluvial plains of the world.
7. Name any parts of the world where the level of the land relatively to the sea is changing. Explain how it is that the surface soil of Bengal is composed to a great depth of mud and sand.
8. What are earthquakes and where are they most common ? State why it is that no serious effects from earthquakes are felt in alluvial plains.
9. Draw a map of Africa and show in it :—
Khartum, Delagoa Bay, Pretoria, Kumassi, Sierra Leone, Gambia, the Atlas Mountains and the rivers Zambesi and Niger.



GEOMETRICAL DRAWING.

Note.—Answer to be in firm ink lines. Leave all lines of construction in pencil, and do not rub out anything.

1. Construct a right-angled triangle with hypotenuse of 3 inches, and an acute angle of $37\frac{1}{2}^\circ$.
2. Describe three circles, each touching the other two, their radii being $\frac{1}{2}$, 1 and $1\frac{1}{2}$ inch respectively.
3. Find the mean proportion, between two lines, 3 inches and 2.25 inches long.
4. Construct a regular pentagon with 2 inch side, and inscribe five semi-circles, each one touching two sides of the pentagon.

ELEMENTARY PHYSICS AND CHEMISTRY.

1. Explain the construction and use of a thermometer.
2. Describe an experiment to show that heat causes a metal bar to expand.

3. What is meant by *the pressure of the air*? How is this pressure measured? Describe an experiment to show that the boiling point of water depends upon the pressure.

4. What is meant by refraction or (bending) of light? Describe any experiments to illustrate refraction.

5. Describe carefully a Grove's battery or any other arrangement you have seen in use for producing an electric current.

6. Describe an experiment to show that when a candle burns nothing is lost.

7. How can hydrogen be prepared? Describe any methods you have seen. State some of the properties of hydrogen.

8. Describe the appearance of the following substances and name some of their properties and uses:— CARBON, SULPHUR, PHOSPHORUS, OXIDE OF MERCURY, COPPER SULPHATE.

9. How could you distinguish between—

(a) Carbonic acid gas and oxygen,

(b) Silver and lead,

(c) Nitric Acid and a solution of Caustic Potash?

10. What weight of oxide of mercury is required to produce 24 grains of oxygen? [The combining weight of mercury is 200 and that of oxygen 16].

BOOK-KEEPING.

1. What is Book-Keeping? What are the two objects aimed at in every system of Book-Keeping.

2. Write up the Cash Book for the following entries:—

		£ s. d.
June 1st, 1890	Balance in hand at this date	47 17 0
" 13th, "	Received from R. James	27 5 3
" " "	Paid R. Robinson	15 10 0
" 15th, "	House expenses	19 14 6
" " "	Received from F. J. Smith	24 17 6
" " "	Paid for Sunday expenses	10 5 0
" " "	R. James	16 3 6

Balance the Cash Book and bring down the amount of cash in hand.

3. What is understood by the signs Dr. and Cr.

(i) What would a Dr. balance of an account imply?

(ii) How is it effected?

4. How many different classes of accounts are there? Name them. Give 3 examples of each.

5. What account shews the net profits?

6. What is understood by the term Capital?

Write up the following Capital Account of James Brown :—

October 1st, 1890	Balance of Capital this day	... £ 1,000
" 15th,	Paid in the further sum of	... £ 1,300
" 30th,	Withdrew	... £ 1,000
December 31st, "	Loss on business for the quarter	... £ 100

Complete the Account and bring down the balance.

7. Record the following transactions of Henry Robinson, and finally close the books :—

		£ s. d.
January 2nd, 1892	Received from A rent in advance	50 0 0
" " "	B " "	125 0 0
" " "	C " "	250 0 0
" 12th, "	Paid into Bank	... 300 0 0
" 15th, "	rent of Portland estate by cheque	... 12 10 0
" 24th, "	Drew Cash from Bank	... 25 0 0
" 31st, "	Paid attendant	... 3 6 8
February 19th, "	H. Williams, on account of repairs	... 4 14 0
March 31st, "	Attendant	... 6 13 4

Sent out the following accounts for rents due this day but paid by the parties in advance on 2nd January, 1892.

A	...	...	...	50	0	0
B	...	...	...	125	0	0
C	...	...	...	200	0	0

The balance of Capital of Henry Robinson on 1st January, 1892, was £ 1,000.

Ascertain from the above transactions whether his Capital increased or decreased on 1st April, 1892, and by what amount.

8. What is the difference between the "Continental" and the English method of Closing the Ledger ?

POLITICAL ECONOMY.

1. What is meant by Wealth ? Distinguish Wealth from Capital.
2. Explain briefly the chief causes on which the productiveness of labour depends.
 - State the laws of "Increasing" and "Diminishing" Returns.
 - What is rent ? State the law of rent. How does agricultural rent differ from the rent of a house ?
 - Define interest. What determines the average rate of interest at a given time and place ? Give illustrations.

5. Mention cases in which the value of a commodity is *not* determined by the cost of production. How would you then account for its value?

6. What led to the universal use of money? How comes it that a rup*er* is able to buy goods?

7. Examine the statement:—The importation of goods which we could produce at home is an injury to the nation and an evil to be deplored.

8. What is the value received by the people in exchange for the taxes they pay?

ENTRANCE AND SCHOOL FINAL EXAMINATIONS, 1902.

ENGLISH.—FIRST PAPER.

[The attention of the candidates is directed to the fact that questions 1, 4 and 7 carry a total maximum of 20 marks out of a total of 50 for the whole paper.

Candidates are also requested to note that questions 9 (a) and 9 (b) are alternative: both of them must not be answered.]

Section A.

1. Express in your own words the meaning of each sentence in the following passage:—

In every path of practical activity, they have gone even with the best. There is no secret of war, in which they have not shown mastery. The steam-chamber of Watt, the Locomotive of Stephenson, the cotton-mule of Roberts, perform the labour of the world. There is no department of literature, of science or of useful art, in which they have not produced a first-rate book. It is England, whose opinion is waited for on the merit of a new invention, an improved science.

2. (a) Explain the following passage:—

But at his haughty challenge

A sullen murmur ran,

Mingled of wrath, and shame, and dread,

Along the glittering van.

There lacked not men of prowess,

Nor men of lordly race;

For all Etruria's noblest

Were round the fatal place.

(b) Describe clearly the position of the bridge defended by Horatius and his companions.

3. Explain the following:—

(a) The proud mart of Pisae. Queen of the western waves.

(b) A gallantfeat of arms.

- (c) Horatius right deftly turned the blow.
- (d) The loud laugh that spoke the vacant mind.
- (e) Every rood of ground maintained its man.

Section B.

4. Re-write the following in simple prose, taking care to express each idea fully and accurately :—

I saw a king go riding by
 On his white horse at break of day,
 And oh, he rode so cheerily,
 With all his troops in brave array.
 "Whatever foe he shall assail,
 This king," said I, "must sure prevail"
 * * * *

I saw a king go riding by
 With silent men on either side,
 And oh, he rode so wearily.
 "For sure, " he missed his bride."
 Said one, "The Scots our King have sold
 To his enemies, for sake of gold."

5. Explain the following passage :—

E'en now the devastation is begun,
 And half the business of destruction done ;
 E'en now, methinks, as pond'ring here I stand,
 I see the rural virtues leave the land.
 Down where yon anchoring vessel spreads the sail,
 That idly waiting flaps with every gale.
 Downward they move a melancholy band,
 Pass from the shore and darken all the strand.

6. Describe the village of Auburn as it was before its desertion.

Section C.

7. Explain the following :—

- (a) Disease is often a product of filth.
- (b) He was quite master of the situation.
- (c) The man that hesitates is lost.
- (d) His motive was an unworthy one.
- (e) He was persuaded, against his better judgment, to give up the enterprise.

8. Explain the following passages. From which of the Tales are they taken and to what events do they refer ?

- (a) So these two wicked daughters, as if they strove to exceed each other in cruelty to their old father who had been so good to them, by little and little would have abated him of all his train.
- (b) As I was fond of retirement and deep study, I commonly left the management of my state affairs to your uncle, my false brother (for so indeed he proved.) I, neglecting all worldly ends, buried among my books, did dedicate my whole time to the bettering of my mind.

9 (a) i.—What persons are referred to in the following passage ? Explain the words and phrases printed in italics.

"Sir Robert Melville," she at length said, "this *scroll* advises me to *submit myself to necessity* and to *subscribe the deeds* these hard men have brought with them as one who gives to the *natural fear* inspired by the threats of rebels and murderers."

ii.—Explain the following passage :—

"Art hath no enemy unless the ignorant," said the mortified doctor ; veiling, however, his remark under the Latin version.

iii.—Who were Mary's attendants at Lochleven ? Mention some characteristics of each of them.

9 (b) i.—What persons are referred to in the following passage ? Explain the words and phrases printed in italics.

'And this we do, praying you heartily to honour and make use of his skill ; not only that we may *do service* to thy *worth and valour*, but that we may bring the controversy which is at present between us at an end, either by *honourable agreement*, or by *open trial with our weapons*, in a *fair field*.'

ii.—Explain the following passage :—

The exhortation was echoes from post to post ; for it was the duty of the sentinels to raise the cry from time to time upon their periodical watch, that the host of the Crusaders might always have in their remembrance the purpose of their being in arms.

iii.—Give short account of the combat between Sir Kenneth and Conrade.

ENGLISH GRAMMAR.—SECOND PAPER.

Section D.

I. Parse every word in—

And near, the best of the alarming drum

Roused up the soldier ere the morning star.

2. Write down the past tense and past participle of the verbs : light, compel, spoil, swell, smite, steal, climb, forget, choose, arise.
3. Write sentences containing "that" and "but" as Relative Pronouns.

Give instance of *four* Distributive Adjectives.

4. Explain the force of the prefixes and suffixes in the following words and state, where necessary, the full meaning of the complete word : displeasure, impious, forswear, bracelet, enrich, gainsay, inmate, overhear, undersell, withhold, safeguard, unmanliness.

Section E.

5. (a) "An Adverb never qualifies a Noun or a Pronoun." Name some apparent exceptions to this rule, and account for them by explaining your examples."
- (b) "*The sooner* rain falls, *the better* it will be for the country."

Parse the words in italics.

6. (a) I will wait *for* you *till* Thursday or *till* you return; *for* I promised to do so.
Explain what parts of speech the words in italics are.
- (b) Give examples, by writing sentences, of the uses of the Conjunctions *as, than, whether, provided that, too, while*, stating what kind of Conjunction each is.

7. (a) Compose sentences containing—
 - (i) An Adverbial Clause of Time.
 - (ii) *What*, introducing an Indirect Question.
 - (iii) *So that*, implying Purpose.
 - (iv) *As long as*.
 - (v) *Either*, as a Conjunction.
- (b) Show by examples the uses of the Prepositions *towards, after, as to*; and make the last-mentioned govern a clause.

Section F.

8. Analyse, in tabular form :—

It is a remarkable fact that when the Duke was passing through Belgium in the preceding summer of 1814, he particularly noticed the strength of the position of Waterloo, stating to those who were with him, that if it should ever be his fate to fight a battle in that quarter for the protection of Brussels, he should endeavour to do so in that position.

9. Rewrite in the Indirect :—

Jason asked, "Is it true, what the heroes tell me, that I am heir of that fair land?"

"And what good would it be," answered Cheiron, "if you were?"

"I would take it and keep it."

"A strong man has taken it and kept it long. Are you stronger than Pelias?"

"I can try my strength with his," said Jason.

But Cheiron said: "You have many a danger to go through before you rule Ioleos. Promise me two things: speak harshly to no one whom you may meet, and stand by the word which you shall speak."

URDU.—THIRD PAPER.

1. Translate into English :—

پلوئے اور دوسرے جانوروں کے جو حقوق ہم لوگ پر ہیں (g) اب میں اُسکا بیان کیا چاہتا ہوں۔ تعجب کی بات ہے کہ اگرچہ وے ہر روز ہمارے پاس رہتے ہیں تو بھی ہم اُنکی حالت پوری پوری نہیں جانتے ہیں۔ کوئی کوئی انہیں سے زیاد تر ہمارے پاس رہا کرتے ہیں اور دوستوں کا کام دیتے ہیں۔ ہر چند کہ وے بول نہیں سکتے تاہم اُنہیں اب ایسی محبت ہے جو آدمی زاد میں بہت کم پائی جاتی ہے اُن جانوروں پر جتنی مہربانی کرنی چاہئے اُنہی اکثر لوگ نہیں

کرتے ہیں۔ کیونکہ سب آدمی یہ فہیں جانتے کہ وے ہمارے کتنے کام کے ہیں۔ جو جانور ہمارے آس پاس دیکھائی دیتے ہیں جیسے چھپکلی جو ہمارے دیواروں پر اکٹھ دیکھی جاتی ہیں یا گلمزی جو پیروں پر رہا کرتی ہیں یا چمگادڑ۔ پرندے اور کیڑے مکوڑے جو ذکلیف دا نہیں ہوتے ان سب پر ہمکو سہروبان ہونا چاہئے۔ خاص کر ان جانوروں پر جو ہمکو پیارے معلوم ہوتے ہیں اور جنکو ہم پاٹتے ہیں اُپر زیادہ قرہبازی کرنی چاہئے۔ ہمکو ہر روز اُنکی خبرگیری کرنی چاہئے اور اُنکے آرام کی فکر رکھنی چاہئے۔ اگر ہم ایسا کریں تو اُسکے بعد میں وے ہمارے ساتھ ضرور ہی کارہی دوستی بوئینگے۔ اگر ایسا فہم تو یہی ہمکو سہربازی کرنیکا بدلہ تو ضرور ہی ملیگا۔ اُپر سہربازی کرنے سے ہم میں سہربازی کرنیکی خصلت پیدا ہوگی اور ہم آدمزاد پر زیادہ قرہبازی کرنے لگیں گے۔ جان بوجھہ کر ان جانوروں کو بے سبب ذکلیف فہیں ہوئے چنانچہ ہمارے ہی طرح اُنکو بھی خدا نے بنایا ہے۔ جیسا برقاً و ہم اُسکے خلق کے ساتھ کریں گے ویسا ہی پہل پاوینگے *

مشہور رانی درگاؤتی مہوبہ کے راجہ چندیل کی بیتی (۱) بہت ہی خوبصورت اور خوب سیرت تھی۔ جبلپور کے پاس گڑھ منڈل کا راجہ دلپت شاہ اُس سے بیدا کرنا چاہتا تھا۔ ایکن راجپوت لوگ ایسی شادی کو اچھی فہیں سمجھتے تھے۔ قاہم درگاؤتی کے باپ نے گڑھ منڈل کے راجہ سے پہلے اپنی پشت پیشاہی کا وعدہ لیکر اپنی لڑکی کی اُس سے شادی کر دی۔ دلپت شاہ تھوڑے دنون میں مر گیا اور درگاؤتی قخت پر بیتھ گئی۔ سنہ ۱۵۶۵ع میں کڑا مائک پور کے نواب آصف خاں نے گڑھ منڈل پر چڑھائی کی قب رانی درگاؤتی پندرہ سو ہاتھی اور آٹھہ ہزار سوار اور پیادے لیکر اُسکے

ساقیہ اُرنے کو نکلی۔ اُسوقت رانی نے زرہ بکتر پہاں سو پر تاج شاہی رکھ کر اور قبرو کہاں پاس رکھ کر ہاتھی پوسے سپاہیوں کو حکم دیتی تھی۔ سپاہیوں نے اوس بڑی دلیری سے مغل لوگوں کو دو بار شکست دی اور تیسرا بار رانی درگاؤتی کے اُرکے نے اُنکو پیچھے ہٹا دیا لیکن سگار گڑھ کی جنگ میں ہار کر گڑھ منڈائے کے لوٹ آئی اور یہاں کسی کوئے کے کیوں میں چھپ رہی آصف خان ہارا تھا لیکن جب اُسکی توپیں آپیونچیں قب رانی نے یہ ڈیکھ کر کہ اب دشمن کے ہاتھ سے بچنے کی کوئی صورت نہیں ہے مہاوت سے بکتاری نیکر اپنے پیٹ میں مار لی ۔

(1.

پا جتू اُور دوسرے جیکوں کی اُور جو ہنارا کتھی ہے اب میں ڈسکا ورثن کیا چاہتا ہوں۔ اُرازی کی وات ہے کہ یदھی کے پ्रتی دین ہنارے نیکٹ رہتے ہیں تو بھی ڈنکی دشنا ہمس پُری ۲ نہیں جانتے۔ کوئی کوئی ڈن میں سے بہوڈا ہنارے سمجھ رہتے ہیں اُور سینٹر کے سجنان کا س دلتے ہیں۔ یدھی کے کوئی نہیں سکتے تو بھی ڈن میں اک پرکار کا ائڑا میں ہے جو مجنویوں میں بہوڑ کام پایا جاتا ہے۔ ڈن جیکوں پر نیتنی دیا کرنا عصیت ہے لیکن ڈن نہیں کرتے کیونکہ سب مجنوی یہ نہیں جانتے کہ کہے ہنارے کیتھے کام کے ہیں۔ جو جیک ہنارے آس پاس دیکھا جائے ہے جس سے ڈیپکلی چو ہناری دیواروں پر بہوڈا دیکھنے میں آتی ہے وہ گیلہری جو ٹھوڑے پر رہتی ہے۔ وہ چمگیڈھ پکڑی یا کیڈے مکوڈے جو دُس داری نہیں ہوتے ڈن سب پر ہمس کو دیا رکھنی چاہیے۔ ویپرے کر ڈن جیکوں پر جو ہمس کو میں لگتے ہیں۔ اُور گینکو

हम पालते हैं अधिक दया करनी उचित है। हम के प्रतिदिन उनकी सुध लेनी चाहिये और उनके सुख का ध्यान रखना चाहिये। यदि हम ऐसा करें तो उसके बदले में वे हमारे साथ अवश्य गाढ़ी प्रीति करेंगे। यदि ऐसा न हो तो भी दया का बदला हमको अवश्य जिलेगा। उनके ऊपर दया करने से हमारा स्वभाव दयालु हो जायगा और हम मनुष्यों पर अधिक दया करने लगेंगे। जान बूझ कर बिना कारण कभी इन जीवों को हँसा पहुंचाना नहीं चाहिये वे भी हमारे समान परमेश्वर से बनाये गये हैं। जैसा बर्ताव हम उसकी स्थिति के साथ करेंगे वैसाही फल पावेंगे ॥

H.

प्रसिद्ध रानी गुर्गावती महोबे के राजा चन्देल की कन्या बहुत सुन्दर और गुणवान थी। जबलपुर के पास गढ़संडले का राजा दलपतिशाह इस से ब्याह करना चाहता था। परन्तु राजपूत लोग ऐसा ब्याह योग्य नहीं समझते थे। तथापि दुर्गावती के पिता ने गढ़संडले के राजा से पहिले अपनी रक्षा का बचन ले लड़की उसे ब्याह दी। दलपति-शाह थोड़े दिन पीछे भर गया और दुर्गावती राजासन पर बैठ गई सन् १५६४ई० में कड़ा मानिकपुर के नवाब आसिफ खां ने गढ़संडले पर चढ़ाई की। तब रानी दुर्गावती १५०० हाथी और ८००० सवार और प्यादे लेकर उसके साथ लड़ने की निकली। इस समय रानी जिरहवत्तर पहिन सिर पर मुकुट धर और धनुष बान पास रख के हाथी पर से सिपाहियों को आज्ञा देती थी। सिपाहियों ने इस समय शूरता से मुग्ल लोगों को दी बार पराजित किया। और

तीसरी बार रानी दुर्गावती के लड़के ने उनको पीछे हटा दिया। परन्तु सिंगाड़गढ़ के लड़ादं में हार कर गढ़मंडला का लौट आई और यहां किसी कन्दरा में छिप रही। आसिफ़ खां हारा था परन्तु जब उसकी तोपें आ पहुंची तब रानी ने यह देख कर कि अवश्यक के हाथ से वचने का कोई उपाय नहीं है महावत के हाथ से कटारी लेकर अपने पेट में भार ली ॥

ARITHMETIC AND ALGEBRA.

FIRST PAPER.

(N. B.—Only ten questions have to be answered.)

1. Find the G. C. M. and also the L. C. M. of 49383 and 142569.
2. Simplify $\frac{1.5}{.075} \times \frac{3\frac{1}{4}}{1\frac{1}{2}} \times \frac{1.875}{2.1} \times \frac{3.5}{3.75} = 16$.
3. Find by practice the value of 246 $\frac{2}{3}$ maunds of sugar at Rs. 13.5 as. 4 pies per maund.
4. A and B have between them 132 horses; .25 of A's = .142857 of B's. How many had each of them?
5. Six men and five boys can do a piece of work in 7 days: they work at it till they have completed $\frac{2}{3}$ of it; then two of the men leave and two more boys come. How long will the work be in hand, if a boy does half as much work as a man?
6. If I lend a friend Rs. 1,250 at 4 per cent. simple interest and tell him to keep it until principal and interest amount to Rs. 1,666.10.8, how long will he have it?

7. Simplify (i) $\frac{a^5 - a^4 b - ab^4 + b^5}{a^3 - a^2 b - ab^2 + b^3}$

and (ii) $\frac{a^3 + b^3 + c^3 - 3abc}{(a+b)^2 + (b+c)^2 + (c+a)^2}$

8. Extract the square root of $16x^3(x-2) - 8x(1-3x) + 1$.

9. Solve $\frac{4x+17}{x+4} - \frac{5x+36}{x+7} = \frac{2x+7}{x+3} - \frac{3x+19}{x+6}$.

10. Find x and y from the two questions.

$$\begin{aligned} a(x+y) + b(x-y) &= 2a \\ y(a+b) - x(a-b) &= 2b. \end{aligned}$$

11. I wished to give a certain number of old men 1 anna 8 pies each, and I found that I had not money enough in my purse by 11 annas; so I gave them 1 anna 5 pies each, and then I had money enough and 3 annas 3 pies to spare. Find the number of old men.

12. If $a : b = c : d$, prove that

$$a^2b - 3ac^2 : b^3 - 3ad^2 = a^2 + 5c^2 : b^2 + 5d^2.$$

MATHEMATICS.—SECOND PAPER.

1. (a) Equal triangles on the same base, and on the same side of it, are between the same parallels.

(b) The straight line which joins the middle points of two sides of a triangle is parallel to the third side.

2. (a) Describe a parallelogram that shall be equal to a given triangle, and have one of its angles equal to a given angle.

(b) Construct a parallelogram which shall have the same area and perimeter as a given triangle.

3. Describe a square that shall be equal to a given rectilineal figure.

4. (a) The opposite angles of any quadrilateral inscribed in a circle are together equal to two right angles.

(b) A triangle is inscribed in a circle; shew that the sum of the angles in the three segments exterior to the triangle is equal to four right angles.

5. Inscribe a square in a given circle.

6. (a) The perimeter of one square field is 480 feet, and of another 1,400 feet. Find the perimeter of a third which is equal in area to the other two.
 (b) The area of an isosceles triangle is 168 square feet, and its base is 14 feet; find its equal sides.
7. (a) The diagonals of a parallelogram are 34 feet and 24 feet, and one side 25 feet; find its area.
 (b) A wire may be so bent as to enclose a square whose area is 121 square inches. If the same wire were bent into the form of a circle, what would its area be? [$\pi=3\frac{1}{7}$]
8. The parallel sides of a trapezium are 60 and 90 yards, and the other sides are 26 and 28 yards; find its area.
9. Draw a plan and calculate the area of a field from the following field-book, the lengths being expressed in links

	to A	
	1,000	
	500	
	<i>C</i>	range to A
30		
	to C	
	600	
	450	50
	300	0
0		
	50	
50	<i>B</i>	turn left
	to B	
	800	
	500	40
	300	60
From	<i>A</i>	go East

ARABIC.—FIRST PAPER.

1. Translate the following into English:—

(a) لَهَا سَلْمٌ ذِي جَاهٍ بْنُ سَلْمَةَ الْيَمِينِيِّ بْنُ عَبْدِ اللَّهِ الْأَصْفَهَانِيِّ (يَسْتَأْذِي مَا عَلِيهِ مِنَ الْأَدْوَالِ عَاقِبَهُ قَتْلَفُ فِي مَطَالِبَتِهِ فَاجْتَهَى

بعض الرؤساء بابي العيناء فقال له ما عندك من خبر نجاح -
فقال ابو العيناء فوكزة موسى قضي عليه - فبلغت كلمته موسى -
ثم لقي ابا العيناء في الطريق فهدده - فقال له ابا العيناء
اتريد ان تقتلني كما قتلت نفسا بالامس *

صلبي اعرابي مع قوم فقرأ الاماں قل ارأيتم ان اهلكني (b)
الله و من معه - فقال الاعرابي اهلك الله و حدك اي شي كان
من الذين معك ققطع القوم الصلاوة من شدة الضحك *

فانها سبعة الخليفة من هذه الابيات قال والله طيب - و (c)
الله مليح لله ذر يا فعم - ما افصح لسانك وما اوضح بياذك -
ولهم يذروا في فرح وسرور الى نصف المليل - ثم قائلت اخت الخليفة
اسبوع يا امير المؤمنين آني رأيت حكاية في الكتاب عن
بعض ارباب المراقب - قال الخليفة وما تلك الحكايتها -
فقائلت له اخته اسبوع يا امير المؤمنين انه كان بهذينة
الكوفة صبي يسمى نعمة بن الزبيع و كان له جارية يحبها و
تعجبه و كانت قد تربت معه في قرش واحد - فانها بلغا و
تمكنت حبهما من بعضهما و ما دها الدهر بذكريته و جار
عليها الاوشاة حتى خرجت من داره و اخدها سرقة من مكانه *

2. Re-write, very carefully, with diacritical marks, the underlined words and expressions in the above extracts and explain them clearly.

3. Translate the following into English :—

اقا ذي ان هندا حل صخر * داعت دركا و بشرت الهنود *
فان تغدر بجهزه خلين و لئي * مع الشهداء محتسبا شهيدا *
قانا قدي فتلائنا يوم بدر * ابا جهل و عتبة والوليدا *

وقتلنا سراة الناس طرا * و غنمتنا الولاید و العبيدا
 و شيبة قد قتلنا يوم ذاکم * على ائوابه علقنا جسيناها
 قبئ من جهنم شردار * عليهما لم يبعد عنها مديدا
 وما سیان من هو في جحیم * يکون شرابه فیہما صدیدا
 ومن هو في الجهنم يدر فيها * عليه الرزق مختبطا حمیدا

4. Re-write the poetical extract with diacritical marks clearly as you possibly can.

5. Write out the allusions referred to therein.

6. Analyse the following :—

نَامَ عَيْنَكَ وَ الدَّلَلُومَ مُذْتَبَهُ * يَدْعُو عَيْنَكَ وَ عَيْنَ إِلَهِ أَمْ قَدْمَ

7. Write out any six Arabic lines, that are not in this question paper, from your memory and translate them into English. You have to supply them with diacritical marks.

ARABIC.—SECOND PAPER.

1. Translate into English :—

ان علاما كان لا يجهور اتصادت رضي الله عنه صب اليماء على
 يدي صيده يربك من الايام فستاد الاناء من يدك في انشاشت
 قطار اليماء على قبده فثار اليه نظرته مذكرة فتال النلام يا
 مولاي رائحة مذكرة فين النبر ط قال جهافر تفلتم ذيظي فتال النلام
 و انه فتن عن الناس قال جهافر ذفت عنك فتال النلام
 و الله يحب المحسنةين قال جهافر اذدب فانت حر لزوجه انه
 تعالى انك الف دينار من مائى و دذا من بخش كراماتهم و
 حسن اخلاقهم - انت ازعج ذئي (ان كان جائعا - هن و عاشر خبیر
 من صديق جائع - انت اذلة اشد من القتل - السجي مثي و
 الاتهام من الله تعلي - زينة اليرزة حسن الخلائق و الادب -
 سلامه الانسان بحسبت الانسان - سوره اذلام من الطعام و
 سوره المأثم من الاخذ - واحدة الجسم في ثلاثة الطعام - وهم
 الله من دلني الي تيودي - اكل العبدل و صدق المحتال

كلاهمها علامتان لصاحب الكمال - الجنس الذي الجنس يهيل -
 ان المبادرين كانوا من اخوان الشياطين العباء جزء من
 الایمان - خذ الحفظ اوامر بالمعروف و اعرض عن البغاديين - اذا
 جاء الحق زهق الباطل - الجنة تحت ادم امهاتكم - ان
 الحسنات يناسبن السيئات - من حفر بيراً لأخيه فقد وقع فيه -
 حب الدنيا راس كل خطيبة - حسن الادب يستر قبح النسب *

2. Translate into Arabic with diacritical marks :—

People take to the customs of their rulers. Love of a thing makes one blind and deaf. Die before you die. I saw four women and three men passing on the road. The learned are the successors of prophets. Ahmad and Omar are fast friends. Fear not scandal in the way of God. He is not of us who is not kind to the young and respectful to the aged. A tyrant injures none but himself. I travelled from Basrah to Baalbak. He who is not thankful to man cannot be grateful to God. Zaimab is Omar's sister and wife of Ahmad. Ibrahim was the father of the Arabs. He who does not forgive shall not be forgiven. Protect yourself from the fire of hell. He who comprehends self comprehends God.

PERSIAN.—FIRST PAPER.

I.—Give the meanings of the following words in English and explain their constructions :—

بازرگان - دشناام - دشوار - لاجرم - بوبط - گرز - سپرغم -
 پارسا - کرسابه - پيرلاخ

II.—Translate the following passage into English :—
 مخصوصیت از هر که صادر سود ناپسند است و از علمان (a)
 خوبی قدر که حلم سلاح جنگ شیطان است - رخدارند راچون به
 اسیری برند شهر مساري بیش پرند *
 و آنجا کار را نسراي دیدم کسی دارالوزیر میگفتند در (b)
 آنجا قصبه فرشته و دیگر دیچ - و در اشکارب زیر خیاطان
 فشیدند و دنی وبالائی رفان - از قیم آن پرسیدم که اجره این یتم

چند سنت گفت هر سال بست هزار دینار مغربی بود۔ اما این ساعت گوشہ ازان خراب شده عمارت میکنند هر ماہ یک هزار دینار حاصل دوازده هزار دینار سال و گفتند که درین شهر بزرگتر ازین نیست و بهقدر این دویست خان باشد اکثر اوقات در مهوات ضروریه به پادشاهزاده های کامگار (c) بخت بیدار و امراء عالی مقدار - بخط نوازش نهض قرمان می نویسند و گاهی بر عنوان منشور که مشیان عطای آثار به نوئینان والا قنوار نگاشته باشند سطرے چند تحریر می فرمایند *

III. Write down the meanings of the following passages in simple Persian :—

بعلاقل اموری زدایی و بنائل شیون سلطانی بعنایت به غایت سیعائی - انسان از سادر موجودات بعقل و کاردایی مختص گشته محل تکلیف او اسر و نواهی و سوره باز پرس الهی گردیده و چنان مخلوق که انهرداج صنائع غیر متناهی است و مراث اسرار کوئی والهی بعازی و برای بازی نیما فریده اند *

IV.—Write down in Persian what you know about امیر خسرو and his book بوشت بهت

V.—Translate the following couplets into English and explain any idioms contained therein :—

بزرگی هنرمند آفاق بود * غلامش نکوهیده اخلاق بود ازین خرقی مولی بالیده * بدے سرکه در روی مالیده چو نعیاش آلو دندان بزهه * گرو برد از زشت رویان شهر مدامش بروی آب چشم سبل * دویده و بوئی پیاز از بغل گره وقت پختن درابرو زدے * چو پختند باخواجه زانوزدے دمادم بدنان خوردن شهنفس * و گر مردے آبے ندادے به کس ندگفت اندرو کارکرده نه چوب * شبورو زازو خانه در گندو کوب گهه خار و خس در ره انداختیه * گهه ماکیان دو چه انداختیه

VI.—Explain in English or Persian the meanings of the following couplets:

زتابند یاقوف و رخشندۀ لعل * خرامندۀ را آتشین گشت فعل
بە تو نقش توزان نهودم فخست * که تافقش من بر تو گرد درست
زنان را ترازو بود سنگ زن * بود جوان گرچه پسر پیر داشت
سام که سیه مرغ پسرگیر داشت * بود جوان گرچه پسر پیر داشت
روز از آنجا که فراغت رسید * باد سلیمان به چراغت رسید

VII.—Translate into English:

برخیز تا طریق تکلف و هاکنیم * کان معرفت بد و جو هر بها کنیم
هفتاد دلست از نظر خلق در حجاب * بهترز طاهت که بروئے زیاکنیم
آن کو بغیر سایقه چندین نواخت کرد * مهکن بود که عفو کند گر خطا کنیم
گفتم نگشت کام دلم حاضل از لبست * گفتقا تو صبر کن که مرادت رو اکنیم
حافظ و فا نهی کندا یام سمت عهد * این پنجه روزه عهر بیانا قا و فا کنیم

VIII.—Define. How is the مضارع of an Infinitive formed? Give examples.

PERSIAN.—SECOND PAPER.

Translate the following into English:

آورده آند که عربی بیان فشیم به شهر بغداد دو آمد (a)
و کان نازوازی دید که گرد ها چون قرض قهر از افق منیز طلوع
کرده - عرب بیچاره که ببوقے زان رضق حیات یافتے - چون

روے زان دید جبهه صبور چاک زد و پیش زانوا آمد کفت -
اے خواجه چند بستافی که سرا سیور زان سازی - زانوا با خود
تمالی کرد که این کس به یک من زان سیور شود - غاییتش دو
من و از سه من تجاوز نتواند کرد - گفت نیم دینار بد و
چند اینچه بتوانی زان بخور - عرب نیم دینار بد و براب
دجله بنشست - زانوان زان می آورد و عرب باب تو کرده
می خورد تا بیها از نیم دینار بگذشت و به چهار دانگ رسید

و ازان هم متعاوز شده دینار تهام شد - ذانوارا تعامل نهاند
و گفت یا اخا العرب بدان خداے که ترا قوت ذان خوردن
بریس وجهه کرامت فرمود با من بگوئ که تا کی ذان خواهی
خورد - عرب جواب داد که اے خواجه بے صبری مکن تا این
آب می رومن نیز نان می خورم *

میرزا سہدی می فویسند که عسکر طوپال عثمان کوهان پیش
مد هزار مرد بودند - نادر بعزم مقابله یا طوپال عثمان در
حرکت آمد بنابر قول میرزا سہدی دروازہ هزار نفر در بغداد
گذاشتہ خود با بقیّه بطرف سامروہ که قریه ایست دو کذار
دجله روی نهاد - اردوے عثمانی قریب دا مزبور واقع شده
بود - جنگی بسیار شدید و خونخوار آتفاق افتاد - در اول
غلبه ایرانیان را شد و سواره ایرانی بیک حمله خصم را
هزیمت داد - اما پیاده عثمانی پاے جلادت پیش نهاده
ئست از حریف بود - فوجه از اعراب که نادر را از ایشان
چشم داشت مدد بود بر یک طرف لشکر وے حمله بردنده و
مردان کار که در تهام روز در آفتاب تابستان عربستان بگیر
و دار اشغال داشتند بالا خرہ از شدت گرما و حرارت
آفتاب خابه طش دست شان از کار ناند - خود نادر دو
مرتبه در میان دشمن اسپیش گلوکه خورده بر زمین افتاد و
به این سبب علم دار وے او را پنداشته روئے بگردیز نهاد -
جویع این اسباب دست بهم داده سبب عثمانی فتح شد *

2. Translate the following into Persian :—

(a) The first was the conquest of Cashmir. That celebrated kingdom is an extensive plain, situated in the heart of the Hindahya mountains, and more than halfway up their height. Place, by its elevation, above the reach of the heat of Hindustan, and sheltered by the surrounding mountains from the blasts of the higher regions, it enjoys a delicious climate, and exhibits in the midst of snowy summits, a scene of continual verdure, and

almost of perpetual spring. Trees belonging to different climates are scattered over its surface, while fruits of various kinds and flowers of innumerable descriptions are poured forth with spontaneous profusion over the hills and plains.

(b) While Humayun was at Badakhshan, where he remained for many months Camran returned from Sind and surprised Cabul. Humayun marched against him in the dead of winter, defeated his troops and drove him within the walls. On this and all subsequent occasions during the siege, Humayun put his prisoners to death in cold blood, which Camran retaliated by still greater cruelties, and even threatened to expose young Akbar, who had again fallen into his hands, to the fire of the cannon, if they continued to batter the town.

SANSKRIT.—FIRST PAPER.

1. अस्ति भन्दराभिधाने पर्वते दुर्दोन्तो नाम सिंहः ।
स च सर्वदा पशुबधं बिद्धान एवास्ते । ततः सर्वैः पशुभि-
र्निलित्वा सिंहो विज्ञाप्तः मृगेन्द्र किमिति सर्वपशुच्छेदः क्रियते ।
वयसेव भवदाह्यरार्थं प्रत्यहमेकैकं पशुं ढौकयामः । सिंहेनेत्कं ।
एवमस्तु । ततः प्रभृत्येकैकं पशुं ददतः समाप्ते । अथ कदा-
चिद् दृढृशशक्त्यस्य कस्यचिद् वारः समागतः । सोऽचिन्तयत् ॥

त्रासहेतोर्विनीतिस्तु क्रियते जीविताशया ।

पञ्चत्वच्छेदं गमिष्यामि किं शिंहानुनयेन मे ॥

- (a) Exound the *samasas* of भन्दराभिधाने and प्रत्यहम्.
- (b) State the धातु and प्रत्यय in विद्धान. Give its Parasmaipadi equivalent form of the same part of speech.
- (c) Re-write the following sentences, changing the passive into the active construction.

(1) सर्वैः पशुभिर्निलित्वा सिंहो विज्ञाप्तः ।

(2) मृगेन्द्र किमिति सर्वपशुच्छेदः क्रियते ॥

- (d) Parse ददतः:

- (e) Reproduce into your own Sanskrit the *sloka* at the end of the extract.

2. उत्तमं प्रणिपातेन शूरं भेदेन योजयेत् ।
नीचमहप्रदानेन समशक्तिं पराक्रमैः ॥

Give briefly the story illustrative of the counsel embodied in the couplet quoted above.

3. कृत्रिमं नाशमभ्येति वैरं द्राक् कृत्रिमैर्गुणैः ।
प्राणादानं विना वैरं सहजं याति न क्षयम् ॥

(a) Render the above into English.

(b) Characterise and illustrate कृत्रिमम् (धैरम्) and अहजे (बैरम्).

4. Give the sense of the following:—

(a) सतां सासपदं मैत्रसित्याहुर्विवृधा जनाः ।

(b) आरम्भगुर्वा क्षयिणौ क्रमेण

लघ्वी पुरा वृद्धिसती च पश्चात् ।

दिनस्य पूर्वार्द्धपरार्द्धभिन्ना-

स्थायैव मैत्री खलसज्जनानाम् ॥

5. Quote *slokas* from Chanakya and Hitopadesh-Sara-Sangrah, bearing upon the following:—

(a) The evils from the association with or the neighbourhood of हुर्जन.

(b) In praise of पौरुष.

(c) The superiority of intellect to brute force.

6. Write in a few words in your own Sanskrit on the subject of गुरुर्णा दूजा.

7. Translate into English:—

(a) अधीऽधः पश्यतः कस्य महिमा नोपजायते ।
उपर्युपरि पश्यन्तः सर्वं एव दरिद्रति ॥

(b) तां सत्यनामां दृढतोरणार्गलां ।

गृहैर्विचित्रैरुपश्चोभितां शिवाम् ।

तुरीयोद्यां नृष्ठहस्तङ्कलाम्

शशास वै शकसमो महीपतिः ।

SANSKRIT.—SECOND PAPER.

1. Translate into English any five of the following extracts:—

(a) यस्य समृत्या च नामीत्त्वा तपः पूजाक्रियादिषु ।

न्यूनं सम्पूर्णतां याति सद्यो वन्देत्सच्युतम् ॥

(b) क्षणशः कणशश्चैव विद्यामर्थञ्च साधयेत् ।

क्षणं त्यक्ता कुतो विद्या क्षणं त्यक्ता कुतो धन्तम् ॥

(c) दृष्टिपूतं न्यसेत् पादं वस्त्रपूतं पिबेज्जलम् ।

शास्त्रपूतं वदेह वाक्यं मनःपूतं समाचरेत् ॥

(d) अस्मित्रं कुरुते सित्रं सित्रं ह्वेष्टि हिनस्ति च ।

कर्म वारभते दुष्टं तमाहुमूढ़चेतसम् ॥

(e) उयेष्टस्य पौर्णमास्यां तिथौ पतिब्रतयः स्त्रियो बटं पूजयन्ति उपवसन्ति च । अस्मिन्स्तिथौ पुरा सत्यवतो भार्यया सावित्र्या यमेन नीयमानः सत्यवान् मोचितः । ततश्चेदं ब्रतं भूतले संप्रवृत्तं । अस्य ब्रतस्याचरणेन भर्तुर्दीर्घायुस्त्वं सम्भवतीति मन्यन्ते । सर्वाश च भर्तृमतयः स्त्रिय इदं ब्रतमाचरन्ति ॥

(f) सखे श्रूयतासिदानीमादितः प्रभृति मम वृत्तान्तः । मम जन्म पद्मनगरे । मम पितरौ पञ्च सोदराश्च पञ्चत्वं मापक्ता । युष्मद् देशादागतः कोऽपि विषयुवा मासुप्रयेमे । सप्तवर्षाण्यद्य तस्य नष्टस्य । किं करोम्यहमनाथा । कं गच्छामि मन्दभाग्या । त्वमेव शरणमेधि ॥

2. Translate into Sanskrit (a) and (e) and any other four of the following extracts:—

(a) Behold this beautiful garden in which the peacocks are dancing and the bees are humming sweetly and sucking honey.

- (b) Where the water of the tanks is clear and the air is cool.
- (c) Where the koil is melodiously cooing and other birds of various colours are disporting themselves.
- (d) Where the lotus and many other flowers are blooming and the trees are bent down with the weight of their fruits.
- (e) By the command of the Lord of the Universe, the sun shines at day and the moon at night.
- (f) By His command the winds blow and the fire burns.
- (g) By His command the clouds send rains, rivers flow and the earth produces food for all living beings.

HISTORY.

1. Explain the nature of Local Self-Government and state what forms of it exist in India.
2. Write down the names of the 13 provinces of India under British administration ; what is the title of the head of the Local Government in each and give the names of the head-quarters of each Local Government.
3. How do you account for the small number of large towns in India ?
4. What were the chief causes which led to
 - (1) The Civil War in the reign of Charles I.
 - or (2) The Revolution of 1688.
5. Write a brief narrative of.
 - (1) The Young Pretender's Invasion.
 - or (2) Bonaparte's Expedition to Egypt.
6. What changes in the Government of India were made by
 - (1) The Regulating Act.
 - (2) Pitt's India Bill.
- When was the East India Company
 - (1) founded ; and
 - (2) abolished ;
- and under what circumstances ?
7. Narrate briefly the leading events in the life and career of
 - (1) Sivaji.
 - or (2) Tippu Sultan.

8. Write brief notices of the following persons, *with dates* :—
 Vikramaditya, Prithvi Rajah, Raja Todar Mall,
 Sir Robert Peel, Earl of Chatham, Sir Walter Raleigh.
9. Notice very briefly the events for which the following places are celebrated in history, *with dates* :—
 Arcot, Killiecrankie, Jelalabad, Torres Vedras, Somnath, Sebastopol.

GEOGRAPHY.

1. Draw a map showing the boundaries of the Russian Empire, and its chief rivers, mountain ranges, and largest cities.
2. Mention the principal lakes and inland seas of the world.
3. What different races of mankind inhabit Asia, and how are they distributed?
4. Name the chief crops cultivated in India, and the regions where they grow.
5. What regions of the earth are still unexplored or little known?
6. Explain the following terms, with an example of each :—
 Estuary, waterparting, delta, peninsula, ocean-current.
7. What, and where, are the following?—Congo, Hécla, Lucerne, Hoango, Malta, Bangkok, Tokyo, Hamburg, Baghdad, Venezuela, Cuba, Victoria.
8. Explain what is meant by *climate* and *temperature*. What are the causes of the difference of temperature on different portions of the earth's surface? What are the Tropical Regions, and why are they so called?
9. How would you find the difference of time between Calcutta and Bombay?
10. What is an alluvial plain, and how was it produced?
11. How do you explain the presence of sea-shells on the tops of some mountains, and of the fossil remains of animals at a considerable depth under ground?

~~X~~ GEOMETRICAL DRAWING.

Note.—Scale and figures to be neatly inked in: construction lines to be left in pencil.

1. A length of 100 yards is found to measure 35 inches on a map. Construct a scale to read yards, making it not less than 6 inches long.

2. Draw a circle of $\frac{3}{4}$ inch radius. Cut off from this circle a segment which shall contain an angle of 30° ,

3. Draw two straight lines AB, CD, each three inches long; such that C is $\frac{3}{4}$ inch from A, and D 1 inch from B. Draw a straight line which would bisect the angle formed by the two straight lines if they were produced.

4. Construct a trapezium ABCD. Side AB is 1 inch long: diagonal AC makes 30° with AB, and is $1\frac{3}{4}$ inches long: diagonal BD, $1\frac{1}{2}$ inches long makes 60° with AB. Figure dimensions of AD, DC and CB.

5. Construct a triangle whose sides are 2 inches, $2\frac{1}{4}$ inches and $2\frac{3}{4}$ inches. Inscribe a circle within the triangle; also describe a circle about it. Figure the radii of the circles.

ELEMENTARY CHEMISTRY AND PHYSICS.

Marks will be given for neat diagrams.

1. Describe an experiment showing that when any body is weighed in water it will suffer a loss of weight.

A small piece of iron weights 91.5 grains in air and 82 grains in water. What is its specific gravity?

2. (a) How is the pressure of the atmosphere measured?

(b) Explain the action of a simple air pump.

3. What effect has an electric current on a freely suspended magnetic needle?

4. Light from a narrow slit falls on a glass prism. Sketch the path of the ray through the prism and describe what happens.

5. Describe one of the balances used in your school. What kind of weights were used?

6. Describe the appearance of the following substances:— Zinc sulphate, Magnesia, Lead acetate, Alum, Caustic Potash, Aluminium.

7. How can crystals be produced? Describe any crystals you have seen.

8. What is meant by the law of combination in fixed proportions? How could you show that this law is true.

BOOK-KEEPING.

1. How many different classes of accounts are there ? Name them. Give three examples of each class.
2. What is meant by—
 - (a) A merchant's stock or capital ?
 - (b) His liabilities and assets ? and
 - (c) His net capital ?
3. Describe fully the process of balancing and closing the Ledger.
4. What is meant by—
 - (a) Transferring a balance ?
 - (b) Bringing down a balance ?
5. Describe the mode of ascertaining the whole amount of received and paid by a merchant during the year or any given time.
6. What is gained by not journalising cash transactions.

Make journal entries for the following :—

12-5-00	Drew cheque for private expenses ...	£ 100	30-6-00	Received Henry Williams' account for repairs ... £ 5
15-6-00	Paid for re- pairs. (che- que) ...	" 15	"	Ground rent due to Portland estate for quarter ... "
30-6-00	Sent out the following ac- counts for rent due :—	"	"	Depreciation to be written off lease of property ... " 100
	John Smith ...	" 50	"	Drew cheque for private expenses " 100
	William Ro- binson ...	50		
	Thomason			
	Brown ...	125		
	James Jones "	75		

7. What are the principal advantages of the "Continental" system ?
8. Record the following transactions of Henry Jackson, and ascertain from them whether his capital increased or decreased on 1st April, 1901, and by what amount.

1st January, 1901—Balance of capital this day—

Assets.	£
Property worth ...	1,000
Due from John Smith ...	100
" Thomas Brown ...	250
Bank ...	3,000
Cash ...	50
	4,400

Liabilities.

A. Robinson ...	500
	£

January, 2nd—Received from John Smith	... 100
" Paid into Bank ...	50
" " " " " ...	30
" 30th— " salaries of attendants by cheque	10
Febry., 1st—Received from Thomas Brown	... 100
" 10th—Sold property this day to Henry	
Coleman ...	500
" 28th—Withdrew from Bank ...	500
March, 10th—Paid to A. Robison ...	400
" 20th—Purchased stamps ...	10
" 22nd—Paid to James Jones (as a loan with-	
out interest) by cheque ...	1,000
" 25th—Received cash from Henry Coleman	
on account of value of property sold	500
" 31st—Cash found stolen from office box ...	10
Value of property Rs. 600	

POLITICAL ECONOMY.

1. What is the economic meaning of the term Wealth? Mention the chief sources of Wealth. When does water become Wealth and when can it not be considered such?
2. What is meant by the Division of Labour? Point out its advantages, dis-advantages and limits.
3. Mention the circumstances that make Wages in one employment higher or lower than in another.

4. Show that gold and silver fulfil the functions of money well, but that they are not suited for long deferred payments.

5. What are the advantages of using Paper Money? Mention the cautions necessary in issuing such money.

6. If Government were to order all dealers in the bazaar to sell at prescribed prices, what would be the ultimate effect of such an order upon (a) prices, and (b) supplies?

7. What sort of Public Works may advantageously be undertaken by Government, and when may such works be best left private enterprise?

8. Point out the advantages and disadvantages of Import Duties as a means of raising revenue.

ENTRANCE AND SCHOOL FINAL-EXAMINATIONS, 1903.

ENGLISH.—FIRST PAPER.

Section A.

1. 'Was there no poetry in these Puritans?' How does Kingsley answer this question in his description of a Puritan soldier? What further answer might be found in these Prose Readings?

2. (a) Explain the expressions in thick type:—

(i) He ran his finger down the edge, saying to himself, 'This is sharp medicine but it is a sound cure for all diseases.'

(ii) Roland who felt how much success depended on his own address and boldness, summoned together his whole presence and if he felt his spirits flag for a moment, cast his eyes upon Catherine.

(iii) Under the archway the long column began slowly to defile.

(iv) The boat lies beneath the wall too close under the islet to be seen by the warder, but I fear she will hardly escape his notice in putting off again.

(v) It was perhaps at a later hour that he wrote on the fly leaf of his Bible those touching lines in which the higher part of his nature alone is visible.

- (vi) No thought of mercy was in the mind of the man bold in civil war, whose maiden sword had been fleshed at Barnes.
- (vii) Vane adjured the House to dispense with the usual formalities which should precede the adoption of the bill.
- (viii) It was a time when even the speech of common was in a state of rapid flux.

(b) Illustrate by short sentences the various other meanings these words from the above extracts, may have:—sound, flag, defile, putting off, dispense.

Section B.

3. What difficulties had to overcome before Queen Mary could escape from Lochleven Castle. Show how, one by one, they were successfully met.

4. Give the substance of the comparsion used in the Lay to describe—

- (i) The death of Astur.
 - (ii) The shrinking of the Tuscan from further conflict with the dauntless three.
 - (iii) The approach of the Tuscan army—
 - (a) when seen far off;
 - (b) when seen nearer;
- and in the Deserted Village to describe—
- (iv) the position of the Village Preacher amongst his people;
 - (v) the preacher's method of guiding his people;
 - (vi) the insecurity of an empire based upon trade;

Section C.

5. Explain the following lines and shew briefly their connection with the course of the poems:—

- (i) Out-spake the Consul roundly,
 This bridge it must go down.
- (ii) To husband out life's taper at the close
 And keep the flame from wasting by repose.

- (iii) Now Roman is to Roman
More hateful than a foe,
And the Tribunes beard the high,
And the Fathers grind the low.
- (iv) Never I ween did swimmer
In such an evil case,
Struggle through such a raging flood
Safe to the landing place.
- (v) But times are altered—Trade's unfeeling train
Usurp the land and dispossess the swain.
- (vi) Careless their merits or their faults to scan
His pity gave ere charity began.

6. (a) The student at Trinity College who went up to his professor to take leave of him because he had "finished his education" was wisely rebuked by the professor's reply, "Indeed! I am only beginning mine." The superficial person who has obtained a smattering of many things but knows nothing well, may pride himself upon his gifts; but the sage humbly confesses that, "all that he knows is, that he knows nothing," or, like Newton, that he has been only engaged in picking shells by the sea-shore while the great ocean of truth lies all unexplored before him.

- (i) Why did the professor rebuke the student?
- (ii) State in simple language without the use of figures, the substances of the passage after the word 'Newton.'
- (iii) What is meant by a superficial person—a sage—a smattering of many things—his gifts.

(b) Explain the expressions in thick type in the following extract:—

Here ensued a very dark period in Goldsmith's life. He was alone in London, without friends, without money, without introduction; his appearance was the reverse of prepossessing; and even despite his medical degree he had practically nothing of any value to offer for sale in the great labour-market of the world. How he managed to live at all is a mystery; it is certain that he must have endured a great deal of want; and one may well sympathise with so gentle and sensitive a creature reduced to such straits without inquiring too curiously into the causes of his misfortunes.

ENGLISH.—SECOND PAPER.

D.

1. What parts of a Verb must be known in order to conjugate it? How are verbs classified with regard to the mode of forming their past tenses? Give the past tense and past participle of the following verbs:—

To begin, to flee, to glow, to lose, to mistake, to spread, to understand.

2. What is voice? Transform the verbs in the following sentences from the Active to the Passive Voice.

- (a) It is now necessary to consult the doctor.
- (b) The judge suspected that some one had bribed the witness.
- (c) Hew down the bridge, Sir Consul, with all the speed ye may.

Transform the verbs in the following sentences into the Active Voice:—

- (a) Nothing is difficult to a man who is fired by ambition.
- (b) I have been much distressed at your failure.

3. Combine the following detached sentences into a connected narrative:—

The messenger brought me the telegram. It was late. I rose hastily from my chair. I put on my overcoat. I descended the stairs. I opened the front door. The night was bitterly cold. A sharp wind was blowing. I buttoned my coat closely. I began to walk briskly in the direction of the railway station. I arrived there. The last train had gone a minute before. I did not know what to do.

4. How do you distinguish between the Participle and the Verbal Substantive in *ing*?

Illustrate your answer by the following examples:—

I am going a hunting.

I saw a boy throwing a stone.

Day dawning, we started.

Riding is healthy.

Explain the "a" in the first of these.

E.

1. Analyse :—

(a)

In *arguing too* the parson own'd his skill,
 For e'en though vanquished he could argue still.
 While words of learned length and thundering sound,
Amazed the gazing rustics ranged *around*.

(b)

Of man's first disobedience, and the *fruit*
 Of that forbidden tree, *whose* mortal taste
 Brought death into the world, and all our woe,
 With loss of Eden, till one greater Man
 Restore us, and regain the blissful seat
 Sing, heavenly Muse.

2. Parse carefully the words italicised in the following passage :—

"*It seems* very strange to me *that* men *can be found*
senseless enough to suppose that the *character* of an orator
 can be supported by *any one who* is unacquainted with *phi-*
losophy."

F.

1. Write sentences illustrating the same word used as different parts of speech :—

- (a) Open and above board
- (b) Over head and ears
- (c) Well and good.
- (d) By leaps and bounds.

Introduce the above expressions in sentences of your own in order to make their meaning clear.

2. Convert the following into Indirect Narration :—

- (a) "I do remember, that in my youth, when I was wandering, upon such a night, I stood within the Coliseum's wall, midst the mighty relics of almighty Rome."

3. Convert the following sentences into Direct Narration :—

- (a) The governor of the town then called out with a loud voice and ordered Androcles to explain to

them how a savage and hungry lion could thus in a moment have forgotten its innate disposition, and be converted all of a sudden into a harmless animal.

- (b) Prospero told Ariel that he was quite satisfied with his work and that his own charms had acted well seeing that all his enemies were now defeated.

TRANSLATION.—THIRD PAPER.

G.

ایکبار ایک کسان کا بکرا اپنے ماں کے روکنے پر بھی شام کے وقت کسی جنگل میں چلا گیا۔ جنگل میں اوسکو ایک شیر نے دیکھا اور اوسکا پیچھا کیا اور اوس سے پوچھا کہ تو راتکو جنگل میں کیوں گیومتا ہے۔ اسپر بکرے نے کہا کہ میں فی بہت ہاتھیونکو جان سے مارتا الا ہے اور اب میں کسی شیر کی قلاش میں ہوں کہ اوسکو بھی مارتا لوں۔ اسپر تو باگھہ تر گیا۔ ایک سیار نے اس گفتگو کو سننا اور شیر کے پاس جاکر کہا کہ اے شیر تمہارے لئے شرم کی بات ہے کہ تم ایک بکرے سے ترکئے۔ چلتے ہم لوگ اوس بکرے کو مارتاں ہیں۔ اسپر شیر بولا ارے سیار تو بڑا فریبیا جانور ہے اور اسی وجہ سے بیروسے کے قابل نہیں ہے۔ یہ بکرا ایک ایسا بہادر ہے کہ اوسنے بہتیوڑے ہاتھیونکو مارتا الا ہے اسکے جواب میں سیار نے کہا اگر آپ مجھپر بھروسا نہیں کوتے تو چلتے ہم لوگ اپنے اپنے دمنکو ایک دوسرے سے باندھیں تاکہ بوقت ضرورت ایک دوسرے کی مدد کریں اور اس بکرے کو مارتاں ہیں جو کہ ہمدونوں کے لئے ایک مزیدار لقہ ہے۔ اسکے بعد وہ دونوں اوس بکرے کے مارنے کے لئے چلتے۔ جیوں ہی اس بکرے نے ان دونوں تاراؤ نے جانوروں کو آتے دیکھا وہ بول اوپھا واہ اے سیارے پیارے سیار تھنے خوب کیا کہ اس باگھہ کو

میں پاس کئے آئے کیونکہ میں اسی کی کھوج میں یہاں آیا ہوں *

H.

ایک آدمی ایک دانشمند کے پاس گیا اور کہا کے جناب من میں تو اس کہبخت بدن میں بندھے رہنیکو برداشت فہیں کو سکتا کہ اوسکو کھانا اور پانی دیتا رہوں اور اسے آرام دیا کرو اور اسکی صفائی کیا کرو اور اسکے لئے ادھر اودھر دوڑتا پھر وہ کیا یہ چیزیں ہمارے لئے بیکار اور بیغناudھ فہیں ہیں؟ اور چونکہ موت کوئی بڑی چیز فہیں ہے اور چونکہ ہم لوگ کسیقدر خدا کے ذاتے والے ہیں اور اوسی کے پاس سے آئے ہیں اسلائی ہم لوگوں کو وہیں واپس جانا چاہئے جہاں سے ہم لوگ آئے ہیں۔ ہم لوگوں کو اون زنجیروں سے جنسی۔ ہم بندھے ہوئے ہیں آزاد ہونا چاہئے۔ اس زمین میں سوائے تاکواؤں اور چوروں اور عدالتوں اور ظالموں کے اور کچھ فہیں ہے جو صرف بوجہ اس کہبخت بدن اور اسکی ملکیتوں کے اپنے تصور میں ہم لوگوں پر زور رکھتے ہیں۔ ہم کو چاہئے کہ انکو دکھا دیں کہ انکو کسی چیز پر بھی زور فہیں ہے۔ اسکے جواب میں اس دانشمند نے یہ کہا کہ بھلے آدمی! خدا کی راہ دیکھو جب وہ قہکو اشارہ کرے اور اس فوکری سے چھٹکارا دے قب قم رہا ہو کر اسکے پاس جاؤ۔ مگر بالفعل یہیں رہنے پر صابر رہو جہاں اسنے قہکو رکھا ہے۔ قہوارے پویس میں رہنیکے دن تھوڑے قوہیں اوسکو بڑا شست کرنا بھی آسان ہے۔ تھہرے رہو اور بے سبجھے بوجھے یہاں سے کوچ نکرو *

HINDI.—THIRD PAPER.

G.

एक समय एक किसान का वकरा अपने सालिक के मना करने पर भी संध्या के समय ज़ङ्गल में चला गया। ज़ङ्गल में उसको एक बाघ ने देखा और उसका पीछा किया और उससे पूछा कि तू क्यों रात को ज़ङ्गल में घूमता है। इस पर बकरे ने कहा कि मैंने बहुत हाथियों का जान से भार डाला है अब मैं किसी बाघ के खोज में हूँ कि उसको भी भार डालूँ।

इस पर तो बाघ डर गया। एक सियार ने इस बात चीत को सुन लिया और बाघ के पास जा कर कहा कि ऐ बाघ यह लाज की बात है कि तुम एक बकरे से डर गये। चलिये हम लोग उस बकरे को भार डालें। इस पर बाघ बोला। अरे सियार तू बड़ा धूर्त जानवर है इस कारण तू विश्वास के योग्य नहीं है। यह बकरा तो ऐसा शूर है कि इसने बहुतेरे हाथियों को भार डाला है। इस पर सियार बोला यदि आप मेरा विश्वास नहीं करते तो चलिये हम लोग अपनी अपनी दुने एक साथ बांधें और काम पढ़े तो परस्पर सहायता करें। और उस बकरे को भार डालें और उसके स्वादु गांस को चखें। तब वे दोनों उस बकरे के भारने के लिये चले। ज्यों ही इस बकरे ने इन दो भयंकर जानवरों को देखा कि वह बोल रठा। वाह प्यारे सियार तुमने खूब किया कि इस बाघ को मेरे पास पहुँचाया क्योंकि मैं इसी के खोज में यहां आया हूँ॥

H.

एक मनुष्य एक ज्ञानी के पास गया और कहा कि

महाशय सुक्ष से अब सहा नहीं जाता कि मैं इस दुर्भाग्य द्वेह में बंधा रहूँ इस का खान पान भरा करूँ इसे आराम दिया करूँ और इसकी सफाई किया करूँ और इसके लिये इधर उधर हौड़ता फिरूँ। क्या ये चीज़ें मेरे लिये बेकाम और बेस्तलब नहीं हैं। और जब कि मौत तो कोई बुरी चीज़ नहीं है और जब ईश्वर से तो हमारा एक प्रकार का नाता है और हम उन्हीं के पास से तो आये हैं तो क्यों न हम वहीं लौट जायें जहां से हम आये हैं। हम इस जंजीर से छूट जावें जिस से कि हम बंधे हैं।

इस दुनिया में सिवा चोरों और डाक्टरों के और अदालतों और जालियों के और कछ नहीं है। जो केवल हमारे शरीर और भिलकीयत ही के कारण ये लोग समझते हैं कि हम पर उनका ज़ोर चलता है। सो हम उनको दिखा देवें किसी चीज़ पर उनका ज़ोर कुछ भी नहीं है।

इस पर ज्ञानी जी बोले कि भले आदमी भगवान को राह निहारो जब ईश्वर इशारा करेंगे तब तुम यहां से छूट कर उनके पास जाना। अभी तो यहीं सन्तोष कर बने रहो जहां उन्होंने ने तुम्हें रक्खा है। तुम्हारे परदेश में रहने के दिन थोड़े ही तो हैं और उनका निवाहना सहज ही है। सो ठहरो बे समझे बूझे यहां से कूच न करो ॥

MATHEMATICS.—FIRST PAPER.

- (a) How many lengths of $2\frac{3}{4}$ inches each can be cut from a rod $7\frac{1}{4}$ feet long, and what will be the length of the portion left?

(b) Reduce $\frac{2}{3}$ of Rs. 4. 7a. 3p. to the fraction of $\frac{3}{4}$ of Rs. 7. 14a. 8p.

2. (a) Divide .016085 by 3.125 ; and express $1\cdot4583 \div 1\cdot5$ as a decimal.

(b) Simplify

$$\frac{5.5}{.63} \times \frac{.081}{4.2} \times \frac{4.9}{.33}$$

3. A and B can do a piece of work in 12 days ; after working 2 days they are assisted by C, who works at the same rate as A, and the work is finished in $6\frac{1}{4}$ days more ; in how many days would B alone do the work ?

4. The 4 p.m. passenger train from Delhi to Tundla stops first at Ghaziabad, $12\frac{2}{3}$ miles distant, at 4.30 p. m. ; the whole journey is $127\frac{1}{2}$ miles, and 20 per cent. of the time is expended in stoppages ; at what time is the train due at Tundla ?

5. At what rate per cent. simple interest will Rs. 833. 5a. 4p. amount to Rs. 952. 1a. 4p. in 3 years and 2 months ?

6. (a) Find the value of

$$x^3 + y^3 + 3xy - 1, \text{ when } x+y=1.$$

(b) Find the L.C.M. of

$$2x^4 + 3x^3 + x^2, 2x^3 - 3x^2 - 2x, \text{ and } x^2 - x - 2.$$

7. Simplify

$$(i) \frac{x^4 - 2x^3 + x^2 - 1}{x^4 + x^2 + 1}.$$

$$(ii) \frac{a+1}{a(a-b)(a-c)} + \frac{b+1}{b(b-a)(b-c)} + \frac{c+1}{c(c-a)(c-b)}$$

8. Solve the equations :—

$$(i) \frac{1}{x-1} + \frac{2}{x-2} = \frac{3}{x-3}.$$

$$(ii). 2x - \frac{3}{y} = 3, \quad \left. \begin{array}{l} \\ 8x + \frac{15}{y} + 6 = 0. \end{array} \right\}$$

9. A has 6 more rupees than B , but if A give to B half his money, and then B give back to A one quarter of his increased sum, they will each have the same sum; find what each had at first.

10. If $x - 4y : y - 3x = 3 : 2$, find the value of the ratio, $x^2 - xy + y^2 : x^2 + y + y^2$.

MATHEMATICS.—SECOND PAPER.

N. B.—*The usual signs and abbreviations are allowed.*

1. (a) Define a rhombus and prove that the diagonals of a rhombus bisect each other at right angles.

(b) The straight lines drawn from the middle points of the sides of a triangle at right angles to them are concurrent.

2. (a) In every triangle, if a side be produced, the exterior angle is equal to the sum of the two interior opposite angles; and the three interior angles are together equal to two right angles.

(b) The interior angles of any polygon are together less by four right angles than twice as many right angles as the polygon has sides.

3. (a) In a straight line PR find a point K so that the rectangle PR, RK may be equal to the square on PK .

(b) D is the middle point of the base BC of a triangle ABC , and E the foot of the perpendicular from A on BC . Prove that the difference of the squares on AB and AC is equal to twice the rectangle BC, DE .

4. (a) From a given point draw a tangent to a given circle.

(b) The angle in a semicircle is a right angle: the angle in any other segment of a circle is acute or obtuse according as the segment is greater or less than a semicircle.

5. Inscribe a regular hexagon in a given circle.

6. The side of a rhombus is 50 ft. and one diagonal is 60 ft.

Find the other diagonal and the area of the rhombus.

7. The sides of a parallelogram are 9 yds. and 13 yds. and one diagonal is 10 yds. Find the other diagonal and

the area of the parallelogram, and the perpendicular distance between each pair of parallel sides.

8. The sides of a triangle are $2\frac{1}{2}$ ft. 3 ft. $3\frac{3}{4}$ ft. Find in inches the radii of the inscribed and circumscribed circles.

9. A circle, area 314.16 sq. in. is divided into four equal areas by concentric circles. Find their diameters. ($\pi = 3.1416$).

10. From the following notes draw a plan of the field and find its area :—

		Links.
		to A
	80	950
	20	550
From		150
		<i>C</i>
		to C
	50	570
	From	200
		<i>B</i>
		to B
	From	760
		400
		<i>A</i>
		100
		go East.
		turn to the left.

ARABIC.—FIRST PAPER.

1. Translate the following into English :—

A.

كان رجل يلتفت بالرأي لكن لغرت معرفته بلغات العرب التزم على نفسه ان لا يتكلم الا بكلمة خلت عن الراي والاجل ذلك قلها يطلع على لغة الناس - فاتفق ان حضر يوما مجلس العاكم و اخباروه عن حاله - فارد العاكم اختباره - و قال صعد المنبر و قلل الناس امرا الماير ان يعفر البين في الطريق ليري منه الوارد و الصادر - فلم يلبث و صعد المنبر - و قال بديهية - حكم العاكم ان يجعل القليب في السبيل لينتفع منه البادي و الصادي - فتعجب العاكم و الحاضرون من كمال قدرته على وضع لفظ مكانا مناسب له ***

B.

كما سلم ذبحاً بن سليمانه إلى موسى بن عبد الله الأصفهاني
لبيستنادي ما عليه من إلا موال عاقبته - فتلق في مطافبته-
فاجتمع بعض الرؤساء ببابي العيناء - فقال له ما عندك من
خبر ذبحاً فقال أبو العيناء فوكزة موسى قضي عليه - فبلغت
كلهاته موسى ثم لقي أبو العيناء في الطريق فهدده فقال له
أبو العيناء أتريد أن تقتلني كما قتلت نفساً بالامس *

2. (a) Give the root meaning of *ज्ञा* as well as derive the meaning.

(b) Explain the allusion in passage (b) in question 1.

3. Translate the following into English :—

A.

الناس من جهة التهانى اكفاء * أب و هم آدم والأم حواء
و أنها امهات الناس أوعية * مستودعات و كالحساب آباء
فإن يكن لهم في أصلهم شرف * يغاخرون به فاالطين و الهاء
و إن أتيت بغافر من ذوي نسب * فان نسبتنا جون و علياء
لا فضل إلا لاهل العلم أنهم * على الهداي لهم استهدفي اذلاء
وقيمة الهراء ما قد كان يحسنه * و التجاهلون لاهل العلم اعداء
فعلم بعلم ولا تبغى له بدلا * فالناس سوقى و أهل العلم أحيا

B

لَا تظالمُنَّ إِذَا كُنْتُ مُقْتَدِرًا * فَإِنَّ الظَّالِمَ مُرْتَجِعٌ إِلَيْيَنِي الْمَذْدُوم
فَأَحَدُكُمْ بْنَى مِنَ الْمُهَظَّلَوْمَ دُعْوَتَهُ * كَيْلَابِصِبِّ سَهَامَ الْمَلِيلِ فِي الظَّالِمِ
تَنَامَ عَيْنَكَ وَالْمُهَظَّلَوْمَ مُنْتَبِهُ * يَدْعُونَ عَلَيْكَ وَعَيْنَ اللَّهِ لَمْ تَنْتَمِ

C

أين الذين بنوا لذاك و شيدوا * غرفاً به كم يحکها بنیان
جهجروا لعساقروا التجیوشن مخافة * من ذل تقدیر الاله فھـا نوا
أين الا كاسرة المھناع حصونهم * تركوا البلاد كاذهم ما كانوا

4. Write out the poetical passages (b) and (c) with dia-critical marks very carefully.

5. Write out the root of the following, and mention the ابراب to which they belong:—

ادخروا -- مستودعات -- استهداي -- منتبه -- شيدوا
مخافة -- لم يجهم

6. Analyse the following:—

اتريد ان تقتلني كما قتلت نفسا بالامس

7. Distinguish between مبني and معرفة, معرب and مبني, and explain them by examples.

ARABIC.—SECOND PAPER.

1. Translate into English:—

بكره نسافر الي بلدى أن شاء الله تعالى — قدم الحجاج من مكة
الموشرقة يوم الخميس — مبياً الأبار خير من مبياً المبعار — جاءوا
إياهم عشاء يبكون — سبعان البلاك العبي الذي لا ينام ولا يهون —
للمصائم فرحتان فرحة عند الافتخار وفرحة عند لقاء ربها — يزيد
الله بكم الميسرو لا يزيد بكم العسر — اذا سألك عبادي عنى فاني
قريباً — بارك الله لنا لكم في القرآن العظيم — ثم اتهوا الصيام
الي الليل — سلام علي ابراهيم كذلك نجزي الهمستين — انه من
عبادنا الهمخلصين — يا ابت افعل ما تؤمر ستتجدي ان شاء الله
من الصابرين — رب هب لي من الصالحين — من اطاع الله ورسوله
فقد رشد ومن عصى الله ورسوله فقد غوى — الا ان حزب الله هم
المغلبون — عليك باكتساب الجلم — ان الله يرزق من يشاء بغير
حساب — خير الزاد التقوى — ان اصدق الحديث كتاب الله *
حضر اعرابي على مائدة الحجاج و كان عليها حلوي فاكل
لثمه فقال الحجاج من اكل من هذا شيئاً ضربت عنقه قاتمة نوح
الناس و بقي الا عرابي ينظر الى الملعوب مررت و الى الحجاج

سِرَةٌ أُخْرَى فَمَ قَالَ إِيَّهَا إِلَّا مَيْرٌ أَوْ صَبِيكَ بِاهْلِي خَيْرٍ فَمَ اَنْدَفَعَ
يَا كُلَّ فَضْلَكَ الْحَجَاجُ وَأَمْرُكَ بِصَلَةٍ *

2. Translate into Arabic with diacritical marks:—

There is no deity but God. Take your books and go to school. Read your lessons and play not with fools. How fair that man is. A boy and a girl came. I have a red dress. The Koran teaches us to obey our parents and to be kind to orphans. Give alms of such things as you have. How many dirhams have you? I have 25 dirhams and Yusuf has nine. Ahmad has four brothers and three sisters. I received a letter from Sulaiman. Speech is silver, silence is gold. An old woman lost the use of her eyes. Live not to eat but eat to live. Lead us to the right path. A wise foe is better than a foolish friend. Proud men have no real friends. We thank Thee for our daily food. The happiness of heaven lasts for ever.

PERSIAN.—FIRST PAPER.

1. Translate the following passages into English:—

A.

وَكَاهَهُ بِرَاءَ اعْتِيادَ تَرَدَدَ وَدَشْوَارِيَ وَآگَهَیِ ازْ احوالِ
ملَکَ وَ افعالِ رِعَايَا— به فَخچیبر میپردازد و در خرز و خواب
که زاگریز زندگی و پایاند گیست فهایت اعتدال رعایت
میغومایند— و اصلاً بسنان فرمایان روایان متغلب که غرض از پایه
گرانها یه سلطنت جز اندوختن مال و ممال که سرمایه وزر و
وبال سست امر دیگر ندانند و همگئی زندگانی گرامی را به
مستلزمات جسمانی و مختنها ت نفسانی که پیروایه اشم و نکال
سست صرف فهایند لجه همه به غفلت و بطالت بسرو نهیرون*

B.

وَدَرْ آفْجا دَخْتَرْ فَیِکَ روے از شاهزادگان که آدین عیسیی
داشت بزني گرفت و پسرے اورد نوش زادش نام فهاد— پسر
به کیش مادر گرویده هر چند نوشیروان در خواست کرد که ازان

کیش باز گردید پسرو ذپذیروفت اورا در کاخی کرد-راه آمد
و شد برو او بست پس از چند روز به هام آوران نهاد و
در آنجا زیبور شد پسر گهان بود که روزگار پدر بسر آمده
ازان کاخ بیرون شد- گروهه انبوه بریژه ترشایان را گرد آورد
و زر بسیاری بخشش کرد. فرمان فرمایان خوزستان و پارس را
گذاشت و زندانیان را آزادی بخشید.

2. Explain clearly the following passages in English:—
زمین را از آسمان نثار است و آسمان را از زمین غبار (1)
زر از معدن بکان کندن بدر آید و از دست بخیل (2)
بجان کندن *

مقام را سه شش می باید لیکن سه یک بزمی آید* (3)

3. Translate into English:—

جدا از پی خسرو نیک بخت بساط زر افگنده بالا نهشت
نهاده یکه خوان خورشید زاب برو چار کاسه ز بلور زاب
یکه از زر و دیگر از لعل پر سوم پر ز یاقوت و چارم زدر
ولے بود سرپوش بالائی شان که تا سر نوشابه ماند نهان
سکندر چو سرپوش شان کرد باز بعینه که سه گیست لارخوان فراز
چو بزمی دستها شد دراز دهان بر خوش راه بکشاد باز
به شه گفت نوشابه بکشاند دست بخوارای خورشمه کده رپیش هست
به نوشابه شه گفت کا ساده دل نوا کچ مزن تا نهانی خجل
درین صحن یاقوت و خوان زرم همه سه گشاده گراچون خورم

4. Write out in Persian what you know about Iskandar.

5. Translate the following couplets into English:—

بر سر تربت ما چون گذری همت خواه
که زیارتگه زدن جهان خواهد بود
بر زمینه که نشان کف پای تو بود
سالهای سه چند صاحب نظران خواهد بود

بُرُواَتِ زَاهِدِ خُودِ بَيْنِ كَهْ فَزْجَشْمِ مَنْ وَ تُو
رَاَزِ اَيْسِ پُورِدَهْ نَهَانِسْتِ وَ فَهَانِ خَوَاهِدِ بَوْدِ
عَيْبِ مَسْتَانِ مِكْنِ اِيْخَوْاجَهِ كَزِيْنِ كَهْنَهَرِ بَاطِ
كَسِ نَدَاَنِسْتِ كَهْ رَحْلَتِ بَيْچَهِ سَانِ خَوَاهِدِ بَوْدِ

6. Translate into English the following quatrains from Umar Khayyam:

ساقِيْ قَدَاحَهِ كَهْ كَارِ عَالَمِ نَفْسَهِ سَستِ
گُرِ شَادِيْ اَزوِ يِيْكِ اَنْفَسَنِ آنِ نَيْزِ بَسَسِ سَستِ
خَوْشِ بَاشِ زَهْرَجَهِ پَيْشَتِ آيَندِ زَجَهَانِ
اَهْرَگَزِ نَهِ شَوْدِ چَنْـاـنِكَهِ دَلَخَواَهِ كَسَسِ سَستِ
قَوْمِيِ زَگَزَاتِ درِ غَرَورِ اُفْتَادِ نَدِ
قَوْمِيِ زَپَیِ حَوَرَّ وَ قَصُورِ اُفْتَادِ نَدِ
مَعْلُومِ شَوْدِ چَـوِ پَرَدَهَا بَـرَدَـاـرِ نَدِ
کَزِ كَوَئِيْ توِ دَورِ دَورِ اُفْتَادِ نَدِ

7. Explain in English or Persian the meanings of the following couplet:

چَوْنِ حَرَفِ آخَرِ اَسْتِ زَابِجَدِ كَهْ سَخْنِ
دَرِ رَاسْتَيِ چَوْ حَرَفِ نَخْسَتَيِنِ اَبِجَدِ اَسْتِ

PERSIAN.—SECOND PAPER.

1. Translate into English:

A.

فَتَتَعَلَّمِيشَاهِ درِ خَدَمَتِ عمِ اَعْظَمِ سَاهِهِ بَتَجَارِبِ رَوزَگَارِ
اَمْوَخْتَهِ آمدِ وَ سَخْتَهِ هَا دَيْدِ وَ رَازَهَا فَهَمِيدِ تَادِرِ سَنَهِ ۱۴۱۲
هَجَرِيِ بَحْكَمِ وَرَاثَتِ وَصَائِيَتِ اَزْ مَلَكِ جَمِ خَرْوَجِ وَ دَرِ سَرْزِ
وَ بَرِ تَيْختِ عمِ عَرَوْجِ فَرْمَوْدِ—قَرِيبِ بَيْچَهِ لِسَالِ بَقْلَعِ وَ قَبْعَهِ
اعْدَاءِ وَ قَرِيبَتِ اَحْبَاءِ پَرَداَخْتِ—نَخْسَتِ صَادَقِ خَانِ وَ اَبِكِيمَغْرِ
اوْ سَافِيدِ وَ قَتَلَهُ خَاقَانِ اَكْبَرِ رَا قَصَاصِ درِ آورَهِ وَ بَقَايَاَهِ

ملوک زندیه را پاداش داد و بقیه اولاد نادر شاه را قلع و قمچ
کرد و سرکشان را باطاعت در آورد و سلسله علییه قا چاریه
را به واحدت و مواصلت اتحاد بخشید و هر کس را به نصبی
در خورخوشنود بداشت و حکومت سرحدات ایران را بشاهزاد
گان بینظیر و وزراء با تدبیر معقول و موکل فرمود ملک
ایران را که روز بخرا بی نهاده بود صورت آبادی داد و
خلافت در عهد دولتش در مهد امن و امان غذوده شدند و از
تکالیف شاقه آسوده ماندند بعد از فراغ از امور ملک داری
بعیش و شاد کامی و تفرج باغ و بهار و تفنن راغ و شکار
مشغوف بود و شبها در سرآهای چون بهشت پر حور و مفلحهای
چون خورشید پر نور بعیش و عشرت میگذاشت ملکه از
ملوک را شهائیله بدان خوبی و فضائله بدان مرغوبی کم روز
داده بود و اینقدر عیش و تجهیل و فرزندان متعدد شائسته
هیچ سلطان را حاصل نگشته امراه بزرگ و وزراء داندا
داشت و خود در هر صفتی و هر هنری داندا و از همه اعلی
بود *

2. Translate into Persian:—

B.

God has bestowed upon us certain powers and gifts which no one is at liberty to take from us or to interfere with. All attempts to deprive us of them is theft. Under the same head may be placed all purposes to deprive us of the right to earn property or to use it as we see fit. Honesty has ever been esteemed by people generally as one of the greatest of all virtues. The laws protecting it have been one of the greatest boons that can be conferred on man. Under the same head may be placed our character and influence. They are property, and we have a right to retain them and make a good use of them for our own good and that of others.

Servants have to give such service as was understood at their engagement—this to be determined by custom or the law of the country. Masters and mistresses should have respect both to the best interests and feelings of their dependents. We all know how masters and especially mistresses, are apt to complain of their servants. But the fault may lie in the caprice of those who are in authority. They should realize that the poor and dependent have also rights which are to be rigidly attended to. They should have liberty of thought and of religious worship. The good masters or mistresses commonly get in the end good servants, who, as a rule, are apt to remain with those who are considerate and kind to them.

SANSKRIT.—FIRST PAPER.

1. अस्ति कस्मिंश्चित् कूपे गङ्गादेत्तो नाम सरदूकराजः प्रतिवसति स्म । स कदाचिद्दायादैरुद्धेजितोऽरघुघाटी समारह्य निष्क्रान्तः । अष्ट तेन चिन्तितम् । यत् कथं तेषां दायादानां सया प्रत्यपकारः कर्तव्यः । एवं चिन्तयन् विले प्रविशन्तं कृष्णसर्पसपश्यत् । तं दृष्ट्वा सूयोऽप्यचिन्तयत् । यदेन तत्र कूपे नीत्वा सकलदायादानामुच्छेदं करोनि । उक्तं च—

शत्रुमुन्मूलयेत् प्राञ्जस्तीक्ष्णं तीक्ष्णेन शत्रुणा ।
ठयधाकरं सुखार्थाय कण्टकेनैव कण्टकम् ॥

- (a) Parse the underlined words.
- (b) State the धातु and प्रत्यय in समारह्य and निष्क्रान्तः
- (c) Change the voices of the following :—
 - (1) एवं चिन्तयन् विले प्रविशन्तं कृष्णसर्पसपश्यत् ।
 - (2) कथं सया प्रत्यपकारः कर्तव्यः ।
 - (3) शत्रु मुन्मूलयेत् प्राञ्जस्तीक्ष्णं तीक्ष्णेन शत्रुणा ।

(d) What is the significance of अस्ति, नाम and स्म in the above extract?

(e) Translate the *sloka* at the end of the above extract into English or Hindi.

2. Give the substance of the following verses in your own Sanskrit:—

श्रीले श्रीले न सार्णिकं सौकिकं न गजे गजे ।
 साधवो न हि सर्वत्र चन्दनं न वने वने ॥
 हेला स्यात् कार्यनाशाय बहिनाशाय निर्धनम् ।
 याचना साननाशाय कुलनाशाय भोजनम् ॥
नैतानतिशयेज्ञातु तात्यशीयान् दूपयेत् ।
नित्यं परिचरेच्च तद्वै उकृतमुत्तमम् ॥
परोक्षे कार्यहन्तारं प्रत्यक्षे प्रियवादिनम् ।
वर्जयेत्तादृशं भिन्नं विपकुम्भं पयोमुखम् ॥

(a) Conjugate the roots of स्यात्, उपजायते and आशीयात् in the first preterite.

(b) Is the form अतिशयेत् correct?

3. Exound and name the Samasas:—

उद्यानास्त्रवणोपेताम् दीर्घदर्शी । दीर्घायुयः । महाराष्ट्रविवर्धतः । अहस्ताभरणः ।

(a) State the धातु and प्रत्य in उपेत् and दर्शी.

(b) Justify the ए in the word आसवण.

4. Translate into English:—

वापीकूपतडागानां देवालयकुञ्जनाम् ।
 उत्सर्गात्परतः स्वाम्यनपि कर्तुं न शक्यते ॥
 यस्यास्ति सर्वत्र गतिः स कस्मा-
 त्स्वदेशरागेण हि याति नाशम् ।
 तातस्य कूपोयचिति द्रुवाणाः
 क्षारं जलं कापुरुषाः पित्रन्ति ॥

5. Reproduce in Sanskrit Prose :—

प्राणा यथात्सनोभीष्टा भूतानामपि ते तथा ।
 आत्मौपम्येन भूतेषु द्यां कुर्वन्ति साधवः ॥
 भूती वृद्धो यो न विभर्ति पुनः ।
 स्वयोनिजः पितरं सातरं च ।
 तद्वै पापं भूणहत्याविशिष्टं
 तस्मान्नान्यः पापकृदस्ति लोके ॥

(a) How is the word औपन्य formed ?

(b) Give the root in विभर्ति.

6. Write down the meanings of the following in English or Hindi :—

कर्द्य, भूणहत्या, डिरिडम, द्विजान, निष्क, अवृत्त,
 बदान्य, तोरण, नागदन्त, विश्रव्य ।

SANSKRIT.—SECOND PAPER.

1. Translate any six of the following Extracts into English :—

(a) किञ्चमूषणाद् भूषणस्ति शीलम्
 तीर्थम्परद्विम् स्वमनो विशुद्धम् ।
 किमत्र हेयम् परनिन्दनादि
 सेव्यं सदा किञ्चु गुरुवेदवाक्यम् ॥

(b) विहितस्याननुष्टानान्निन्दतेस्य च सेवनात् ।

अनिग्रहाचेन्द्रियाणां जरः पतन मृच्छति ॥

(c) निन्दतु नीतिनिपुणा यदि वा स्तुवन्तु

लक्ष्मीः समाविशतु गच्छतु वा यथेष्टम् ।

अद्यैव वा सरणाभस्तु युगान्तरे वा

न्याय्यात् पथः प्रविचलन्ति पदं न धीराः ॥

(d) यद्वदासि विशिष्टेभ्यो यच्चान्नासि दिने दिने ।
तत्त्वं वित्तनहं सन्ये शेषं कस्यापि रक्षसि ॥

(e) ननु प्रभाता रजनी । तच्छीघ्रं गयनम्यरित्यजामि ।
स्तानादिश्वरीरशुद्धिं निर्वत्त्वं गुरुदेवपूजनादिभियथाग्रक्षि-
मनःशुद्धिच्च सन्पादयासि ।

(f) उपरते भर्त्तरि यत् प्राणाः परित्यजन्ते तन्मीरुर्घ्यम् ।
उत्तरा विराटदुहिता वालिका विनयवति धीमति विक्रान्ते
च पञ्चत्वमभिमन्यावुपगतेऽपि प्राणान्नजहै । अन्या अपि
सहस्रशः कन्यका अभरत्तमत्यो जाताः सत्यो जीवितानि न
तत्यजुरिति श्रूयते ।

(g) देवि किमत्र क्रियताम् । अलं रुदितेन । जन्मान्तरे
न कृतस्वदातङ्गम्भे । जन्मान्तरविहितमेव कन्मेफलमुपनयति
पुरुषस्येह जन्मनि । अतोऽत्रापि जन्मनि कुर्वधिकाङ्गुरु-
भक्तिम् । द्विगुणामुपपाद्य देवतासु पूजाम् । ऋयितनपरि-
त्तर्यांसु दर्शितादरा भव । अव्यर्थफला हि महानुनिसेवा ॥

2. Translate into Sanskrit any six of the following sentences :—

(a) Can a lamp be of any use to a blind man ?

(b) Let him come to see me to-morrow morning.

(c) Poverty is the best of friends.

(d) Speak the truth, dear child : it is better to suffer punishment than to deceive.

(e) If you wish to achieve much, you must attempt much.

(f) If you had done what you were told to do, this trouble could not have arisen.

(g) While still a mere boy, and without a friend in all the world, he journeyed to Benares on foot, there to seek for a Guru who should teach him all he wished to learn.

HISTORY.

1. What is meant by the maintenance of order in a country.
What evils follow from disorder?
How is order maintained in India?
 2. What are the broad principles on which taxation in India is based.
What are the main heads of—
(1) Revenue.
(2) Expenditure.
 3. About what proportion does the area of the Native States bear to that of British India? Why are the good government of the Native States and the prosperity of their subjects object of direct interest to the British Government and its citizens? Illustrate your answer by references to past history.
 4. Give a list of the sovereigns of England in chronological order from Henry VII. to Edward VII. with the dates of their accession.
 5. Give, with dates, an outline either of the wars between England and Scotland in the reigns of Edwards I. and Edward II, or of the American War of Independence.
 6. Write a short account of any two of the following events :—
The Rising of Wat Tyler, the defeat of the Great Armada, the expulsion of the Long Parliament, the Capture of Quebec by Wolfe, the battle of Trafalgar, the relief of General Gordon.
 7. Write a short life of Nur Jehan with dates.
 8. Give an account of the first administration of Lord Cornwallis as Governor-General.
 9. Mention all you know about any two of the following :—Asoka, Mahmud of Ghazni, Sivaji, Dupleix.
-

GEOGRAPHY.

1. (a) Into how many zones of climate is the whole earth's surface divided? Describe them, with a diagram.
(b) Define :—
Plateau, Meridians, Latitude, Glacier.
2. Name—
(a) The highest peaks in England, Scotland, Wales and Africa respectively.

(b) The four large rivers of European Russia.

(c) The possessions of the Dutch in the Malay Archipelago.

3. Give accurately the positions of the following, and mention what, and in whose possession, each is :—

Mauritius, Macao, Perak, Vancouver, Cuba, Singapore, Angola and Penang.

4. Give a description of Mexico, stating its climate and vegetable and mineral productions.

5. Name in order, going from West to East, the principal islands in the Mediterranean Sea, stating the country to which each belongs.

6. Draw a neat map of North America, showing its boundaries, divisions, rivers, lakes and the position of its largest towns.

7. Find the time at Greenwich when it is eight o'clock in the morning at Buenos Ayres,—the longitude of Buenos Ayres being $58^{\circ} 61'$ West.

8. Explain clearly the origin *Springs*.

9. What is *dew*? Why is there more dew on clear than on cloudy nights? Why are bamboos which lie on a large rock wet with dew in the early morning and not the rock?

10. What evidence do volcanoes give of the condition of the interior of the Earth? From what other facts can we draw the same inference?

GEOMETRICAL DRAWING.

Time allowed—2 hours.

Note.—Scale and figures to be neatly inked in, construction lines to be shown, but may be left in pencil.

1. Construct a diagonal scale of 12 feet to an inch to read feet and inches. Draw line, and mark off on it from the scale a distance of 63 feet 8 inches.

2. Draw two lines inclined to each other at an angle of $22\frac{1}{2}$ °. Join them by the segment of a circle of a radius of 1 inch tangential to both lines.

3. In a square of 2 inch side construct a hexagon with four of its angles touching the four sides of the square.

4. Draw a triangle two of whose sides are 2·5 inches and 3 inches respectively, the angle opposite the shorter side being 40° .

5. The adjacent sides of a trapezium are 2·3 inches and 1·8 inches respectively, and the included angle is 30° , the other sides being 2·75 inches. and 3 inches. Construct the figure, and give the lengths of the diagonals.

6. Inscribe a circle in a rhombus of 2-inches side and $1\frac{1}{4}$ inches shorter diagonal.

ELEMENTARY CHEMISTRY AND PHYSICS.

1. Explain the construction of a barometer and state its uses.

2. A mixture of ice and water is placed in a flask in which there is a thermometer, and the flask is heated until both the ice and water have apparently disappeared. Describe what happens and state how the thermometer is affected.

3. A gun was fired at a distance of 3 miles from an observer who heard the report 10 seconds after he saw the flash. What was the velocity of the sound ?

4. A wire carrying a current of electricity passes over and parallel to a freely suspended magnetic needle. How is the needle affected ? If the wire is placed at right angles to the needle what happens ?

5. Draw a diagram showing the passage of a ray of light through a piece of glass. Mark clearly the angles of incidence and refraction. Under what conditions is there no refraction and when is the light split up into different colours ?

6. What would be the effect of strongly heating in air.

- (i) chalk ;
- (ii) iron filings ; and
- (iii) magnesium ?

7. Describe a process for obtaining pure water. How could you show that ordinary drinking water is not pure ?

8. If 18 grains of oxygen be mixed with $2\frac{1}{2}$ grains of hydrogen and the mixture exploded, how much water will be produced ?

BOOK-KEEPING.

1. What is understood by the signs Dr. and Cr. ?

Show how you will put with the signs Dr. and Cr. the following transactions of Henry Jackson before making Journal entries of them :—

- (i) He bought good of A on credit.

- (ii) He bought goods of A for ready money.

(b) The four large rivers of European Russia.

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- (ii) He bought goods of A for ready money.

- (iii) He sold goods to A on credit.
- (iv) He sold goods to A for ready money.
- (v) He paid wages of attendant.

2. State briefly what you know of the following :—

- (a) Real accounts,
- (b) Balance Sheet,
- (c) Capital,
- (d) Revenue Accounts,
- (e) Double entry,
- (f) Ledger,
- (g) Transfers.

3. Distinguish between a Debtor balance and a Creditor balance. Give three examples of each.

4. What is a Trial balance? What is its object and how is it effected?

5. Describe fully the process by which a merchant can ascertain :—

- (a) the profit and loss arising from the transactions recorded,
- (b) the state of each account on the date on which the books are closed.

6. What is the principal characteristic of the Continental System? What are its disadvantages?

7. Thomas Brown's Assets and Liabilities on 1st April, 1902, were as follows :—

Assets.

Cash	...	£	100
Bank	...	„	1,000
Due from A. Smith	...	„	100
Sugar worth ...	...	„	500

Liabilities.

Due to R. Jackson	...	£	50
-------------------	-----	---	----

His transactions during the month were :—

April 3rd Paid to T. Thomas	...	£	50
„ 5th Received of A. John	...	„	25
„ 10th Bought sugar from Browne	...	„	100
„ 12th Sold sugar to C. Peters	...	„	200
„ 13th Received Cash from C. Peters,	...	„	200
„ 14th Paid Browne by cheque	...	„	100
„ 15th Withdrawn from Bank	...	„	500

April 16th Bought Sugar for Cash	£.	400
,, 17th Paid into Bank	"	100
,, 30th Paid for petty repairs to shop	"	10
,, " Paid attendant's wages	"	10
,, " Received from A. Smith	"	50
,, " Paid into Bank	"	50
Value of Sugar	"	900

Rule out a Ledger and post the above into it ; prepare a Profit and Loss account and Balance sheet.

8. Rule a form for a Cash Book suitable for recording the transactions in question 7 above. Balance the Cash Book and state the Balance of Cash on hand.

POLITICAL ECONOMY.

1. Define the economic meaning of the term Wealth.

Are the following wealth in Political Economy :—

(1) Climate.

(2) A strong and active population.

(3) Mental qualities of the people ?

2. Explain briefly the chief causes on which productiveness of labour depends.

3. Why is rent paid, what fixes its amount ?

Is a corn-grower able to charge a higher price for his corn because he pays a high rent.

4. How far is it true to say that wages depend on the ratio of population to capital ?

5. Explain how far the value of commodities depends on " supply and demand ; " and how far on " cost of production ; " being in each case careful to define the sense in which you use these words.

6. What class of persons gains by rising prices ? Why are fluctuations in price generally disadvantageous to the community ?

ENTRANCE AND SCHOOL FINAL-EXAMINATIONS, 1904.

ENGLISH.—FIRST PAPER.

SECTION A.

1. Write a short account of ONE of the following :—
Goldsmith ; Macaulay ; Washington Irving.

(Answer not to occupy more than one page of your answer book.)

2. Explain the following passages, giving the context in each case :—

(a) "Thus fares the land, by luxury betray'd,
In nature's simplest charms at first array'd :
But verging to decline, its splendours rise,
Its vistas strike, its palaces surprise."

(b) "The very same day I went on board we set sail, standing away to the northward upon our own coast, with design to stretch over for the African coast. We passed the Line in about twelve days' time, and were, by our last observation, in seven degrees twenty-two minutes northern latitude when a violent tornado, or hurricane, took us quite, out of our knowledge."

Bring out clearly the meaning of the "Line."
What coast is here referred to as "our own coast."

(c) "Near yonder thorn, that lifts its head on high,
Where once the sign-post caught the passing eye,
Low lies the house where nut-brown draughts inspi'd,
Where grey-beard mirth and smiling talk retir'd,
When village statesmen talked with looks profound,
And news much older than their ale went round."

(d) "He talked to them of the injury done him, of the condition they brought to, and that though the governor had given them quarter for their lives as to the present action, yet that if they were sent to England, they would all be hanged in chains, to be sure; but that if they would join in so just an attempt as to recover their ship, he would have the governor's engagement for their pardon."

SECTION B.

1. Write a brief outline of Irving's " Roseoe,"

(This is not to occupy more than 2 pages of your answer-book.)

2. Write short notes on the following:—

Janiculum; Auburn; Charlotte; Ichabod Crane.

3. Bring out clearly the meanings of the following expressions:—transitory splendours; equinoctial fervours; diadem of towers; men of prowess; white laces in the quaterings; spectre bridegroom.

SECTION C.

1. Explain the following passages, giving the context;

(a) "I wis in all the Senate, There was no heart so bold,
But sore it ached and fast it beat, When that ill
news was told."

What "ill news" is here meant?

(b) There is in every true woman's heart a spark of heavenly fire, which lies dormant in the broad daylight of prosperity, but which kindles up and beams and blazes in the dark hour of adversity."

(c) "And plainly and more plainly, Now might the burghers know,

By port and vest, by horse and crest, Each warlike Lucumo."

What do you understand by "burghers" and "Lucumo"?

(d) "These hardy exercises produce a healthful tone of mind and spirit, and a manliness and simplicity of manners, which even the follies and dissipations of the town cannot easily pervert and can never entirely destroy."

2. (a) "It is the idle who complain they cannot find time to do that which they fancy they wish.. In truth, people can generally make time for what they choose to do ; it is not really the time but the will that is wanting ; and the advantage of leisure is mainly that we may have the power of choosing our own work, not certainly that it confers any privilege of idleness. Time travels in divers paces with divers persons. I'll tell you who time ambles withal who time trots withal, who time gallops withal, and who he stands still withal."

Give the substance of the above passage in your own words.

(b) In the following extract explain the expressions in large type :—

"He was a man of ORDINARY EXTRACTION, yet enough by his father to give him a good education, which HIS OWN INCLINATION disposed him to receive in the University of Oxford ; where he took the degree of Master of Arts ; and was versed in books for a man WHO IN-

TENDED NOT TO BE OF ANY PROFESSION, having enough of his own to MAINTAIN him in the plenty he AFFECTED, and having then no APPEARANCE OF AMBITION to be A BETTER MAN THAN HE WAS."

ENGLISH.—SECOND PAPER.

D.

Read the following passage carefully before answering questions 1, 2, 3.

At Hounslow, where James had formed a camp, the very soldiers with whose help James hoped to put down all resistance, shouted like the rest. James, who was there, asked what it all meant. "Nothing" he was told; "the soldiers are glad that the bishops are acquitted."

"Do you call that nothing?" he answered, "so much the worse for them."

1. Name the parts of speech to which the following words belong, giving your reason in each instance: *where, very, down, like, that, what, that, so*.

2. What are *subjects* and *objects* (if any) of the verbs—*hoped, shouted, asked, do, call*.

What verb would you supply for the last sentence? "So much the worse for them."

3. Give a list of the Prepositions used in the passage, and state what words are affected by them.

E.

1. Write down (in three columns the past tense, the present participle, and the past participle, of the verbs:—

Cost, drink, forsake, go, loose, seethe, shoe, spin, stride, lay, lie, prefer, swim, fly.

2. Write down three sentences in which the word "following" is used as a Participle, an Adjective, and a Verbal Noun respectively.

3. Show by writing sentences the uses of "do" (1) as an ordinary verb, (2) as an auxiliary verb.

4. Form adverbs from—*true, day, three, whole, possible,*

What rules would you give with regard to the position of an adverb in a sentence? Compose sentences to illustrate your answer.

5. Write sentences showing the use of the following conjunction (1) *though*, (2) *unless*, (3) *till*, (4) *lest*, (5) *because*, (6) *as*.

F.

1. Analyse in tabular form—

He promised solemnly to his men that he would comply with their request, provided that they would accompany him and obey his commands for three days longer, and if during that time land were not discovered, he would then abandon the enterprise and direct his course towards Spain.

2. Re-write the passage given in the last question in the Direct Speech.

3. Re-write in the Indirect Speech.

Mr. Ghose said, "But how did your child die? Until you are able to give me some information on this point, it will not be possible to defend you properly."

Malek gloomily replied; "I know nothing about it!" "You must know something; and unless you tell us the truth on this point we can do nothing. Your case is an extremely difficult one."

"I know nothing."

"But why does your own daughter accuse you of the murder?"

"Her statements are false. My wife and daughter have both been saying what they were taught to say."

URDU.—THIRD PAPER.

Translate into English:

(a) اس ملک کے ہر شہر میں جانوروں پر ظلم کو روکنے کے لئے انہیں قائم کرنی چاہتے۔ ایسی انہیں کے قائم کرنے کی شروعت یہ ہے بوجہ لا دنے کے جانوروں کے تکلیف پر اس ملک کے باشندے کچھ بھی توجہ فہیں کوتے۔ اس ملک میں ایسے جانوروں پر ظلم ہونا کون نہیں دیکھتا۔ کیا تمہیں ایسے

بیدلیوں کو فہیں ذیکر ہے جنکی دم ہانکئے والوں کے ظلم سے گھاٹلی
نہ گئی ہیں؟ دیا جو اپنی پیتھے اور گردن کے گھاؤ سے بیدکام
نہ گئی ہیں؟ یہی حالت بھیسوں اور گھوڑوں اور گدھوں کی
بھی ہے۔ ہم ایسے گھوڑوں اور گدھوں کو اکثر دیکھتے ہیں
جو بیوکے اور ادھہ مرے ہو رہے ہیں اور جنکو اپنا چارہ آپ
ہی قھونڈھنا پر تھا جو اتنے دبلے ہو رہے ہیں کہ انکو کھرا
ہونا بھی مشکل ہے اور جنکے بدن میں صرف چھڑا اور دنی
باقی رہ گئی ہے۔ ہمارا یہ فرض ہے کہ ان جانوروں کے ساتھ
جو ایسی محنت سے ہمارا کام کرتے ہیں وہم سے پیش آؤں۔

(۱) ملک چین کے کسی بادشاہ نے سنما کہ اُسکی سلطنت کے
دور دراز حصہ میں کچھے لوگز نے بلوا کیا ہے بادشاہ نے اپنے
وزیرونکو اکتھا کر کے کہا کہ چلو دشمنوں کو جلدی سے قبایل کرو
آؤں۔ بادشاہ کے وہاں پہنچتے ہی اُسکے سب دشمن مطیع
ہو گئے قب سب لوگوں نے یہ سمجھا کہ بادشاہ اب دشمنوں
کو پوری سزا دیگا۔ لیکن وہ تو ایسی آہستگی اور رحمداری
سے اُنکے ساتھ برتاؤ کرنے لگا کہ اس امر کو دیکھ کر سب
لوگ متوجہب ہو گئے۔ وزیر اعظم نے ونجیدہ ہو کر بادشاہ سے
عرض کیا کہ حضور نے تو یہ قول کیا تھا کہ دشمنوں کو قبایل
کریں گے لیکن اس وعدہ کے برخلاف حضور دشمنوں کو معاف کر
رہے ہیں اور ان سے بُری انسانیت کے ساتھ پیش آرہے ہیں۔
اس سے کیا حضور کا قول جھوٹا فہیں ہوتا؟ بادشاہ نے جواب
دیا کہ فہیں میری بات جھوٹی فہیں ہوئی بلکہ سچی ہی
تھی۔ ہری۔ میں نے کہا تھا کہ میں دشمنوں کو قبایل کروں گا دیکھو
اب میرا کوئی دشمن نہیں فہیں رہ گیا سب لوگ میرے دوست
ہو گئے ہیں۔

HINDI.—THIRD PAPER.

Translate into English :—

पशुओं पर कूरता रोकने के लिये इस देश के हर शहर में सभा स्थापित करना चाहिये । ऐसी सभा स्थापित करने का प्रयोजन यह है कि बोझा ढोने वाले पशुओं के लिए पर इस देश के लोग कुछ भी ध्यान नहीं देते । इस देश में ऐसे पशुओं पर कूरता नगरों में कौन नहीं देखता । क्या तुमने ऐसे बैलों को नहीं देखा जिनकी पूँछ हाँकने वालों की कूरता से घायल हो गई हैं । अथवा जो पीठ के और गर्दन के धाव से बेकाम हो गये हैं । यही दशा भैसों और घोड़ों और गधों की भी है । हम बहुधा ऐसे घोड़ों और गधों को देखते हैं जो भूखे और अधमरे हो रहे हैं और जिन के अपना चारा आप ही ढूँढ़ना पड़ता है । जो ऐसे दुर्बल हो रहे हैं कि उनका खड़ा होना भी कठिन है और जिन के अङ्ग में केवल चमड़ा और हड्डी ही शेष रह गई है । हमारा धर्म है कि उन पशुओं पर जो ऐसे परिस्तिस से हमारा काम करते हैं दया के साथ बर्ताव करें ।

चीन देश के किसी बादशाह ने सुना कि राज्य के दूर देश में कुछ लोगों ने बलवा किया है । बादशाह ने अपने मंत्रियों को इकट्ठा कर कहा कि चलो श्रीघ्र शत्रुओं का नाश कर आवें । बादशाह के वहां पहुँचते ही सब दुशमन उनके आधीन हो गये । तब सब लोगों ने यह समझा कि बादशाह अब शत्रुओं को अच्छी तरह दखल देवेंगे । परन्तु वे तो ऐसी धीरता से शौर दया भाव से उनके साथ बर्ताव करने लगे कि इसको देख कर सब कोई अचरज जानने लगे । अधम भंती ने खुनसा कर बादशाह से कहा कि आप ने

तो यह प्रतिज्ञा की थी कि शत्रुओं का नाश करेंगे। पर उस बात को तोड़ कर आप सब शत्रुओं का क्षमा कर रहे हैं। और उनसे बड़ी भलभन्तसात के साथ वर्ताव करते हैं। इससे क्या आप की प्रतिज्ञा मिथ्या नहीं होती है। वादगाह बोले नहीं तो। मेरी बात तो भूटी नहीं भई बल्कि मच्ची ही ठहरी। मैंने कहा था कि मैं शत्रुओं का नाश करूँगा। देखो अब मेरा कोई शत्रु नहीं रह गया सब लोग हमारे मित्र हो गये हैं॥

MATHEMATICS.—FIRST PAPER.

1. Simplify—

$$(a) \frac{44\text{£}}{11 + \frac{1}{7 + \frac{3}{8\frac{1}{4}}}} \div \frac{1}{5} \text{ of £}1. 13s. 4d.$$

$$(b) \frac{.00281 \times .0625}{1.405}$$

2. (a) A bankrupt's liabilities are £ 6,235, 10s. and he pays his creditors 5s. 6d. in the pound. Find by Practice the amount of his assets.

(b) Find the square-root of 10.001 correct to four places of decimals.

3. If 3 per cent. more be gained by selling a horse for £ 83, 5s. than by selling him for £ 81, what is the original price of the horse?

4. What will Rs. 1,000 amount to, in 3 years, at 5 per cent. per annum compound interest?

5. If the 3 per cent. Consols are at 92 $\frac{1}{2}$, what sum of money must be invested in this stock to get an annual income of £ 630, brokerage being $\frac{1}{2}$ per cent.?

6. (a) Find the L.C.M. of $2x^3 - 5x - 39$ and $x^4 - 21x - 18$.

(b) Extract the square-root of

$$a^2 + \frac{1}{a^2} - 2\left(a + \frac{1}{a}\right) + 3.$$

7. Simplify :—

$$\frac{bc(x-a)^2}{(a-b)(a-c)} + \frac{ac(x-b)^2}{(b-c)(b-a)} + \frac{ab(x-c)^2}{(c-a)(c-b)}.$$

8. Solve :—

$$(i) \frac{a}{x+b} + \frac{b}{x+a} = \frac{a+b}{x}.$$

$$(ii) \frac{x}{2} + \frac{2}{y} = 1\frac{1}{4}.$$

$$\frac{x}{3} + \frac{3}{y} = 1\frac{2}{5}.$$

9. How many minutes does it want to four o'clock, if three-quarters of an hour ago it was twice as many minutes past two ?

10. Shew that, if $\frac{a_1}{b_1} = \frac{a_2}{b_2} = \dots = \frac{a_n}{b_n}$, then each of these

fractions

$$= \left\{ \frac{\lambda_1 a_1 m + \lambda_2 a_2 m + \dots + \lambda_n a_n m}{\lambda_1 b_1 m + \lambda_2 b_2 m + \dots + \lambda_n b_n m} \right\}_m$$

where $\lambda_1, \lambda_2, \dots, \lambda_n$ and m are any quantities whatever.

MATHEMATICS.—SECOND PAPER.

1. (a) Any two sides of a triangle are together greater than the third side.

(b) In a triangle any two sides are together greater than twice the median which bisects the remaining side.

2. (a) Triangles on the same base, and between the same parallels, are equal in area.

(b) Describe an isosceles triangle equal in area to a given triangle and standing on the same base.

3. ABC is an obtuse-angled triangle, having the obtuse angle at C , and D is the foot of the perpendicular drawn from A on BC produced. Prove that the square on AB is greater than the squares on BC, CA , by twice the rectangle BC, CD .

4. (a) Equal chords in a circle are equidistant from the centre.

(b) If two equal chords of a circle intersect, shew that the segments of the one are equal respectively to the segments of the other.

5. (a) If a straight line touch a circle, and from the point of contact a chord be drawn, the angles which this chord makes with the tangent shall be equal to the angles in the alternate segments of the circle.

(b) Two tangents AP, AQ , are drawn to a circle, and B is the middle point of the arc PQ , convex to A . Shew that PB bisects the angle APQ .

6. Circumscribe a circle about a given triangle.

7. (a) A man travels 10 miles due North, then 20 miles due East, finally 31 miles due South; what is then his distance from the starting point?

(b) The chord of an arc of a circle is 16 feet, and the chord of half the arc is 10 feet; find the diameter of the circle.

8. (a) A three-mile race is to be run on a circular track whose radius is 48 yards; how many times must the winner run round? [$\pi=3\frac{1}{7}$.]

(b) A circular lawn, 220 yards in diameter, is surrounded by a path 4 yards wide. Find the area of the path. [$\pi=3\frac{1}{7}$.]

9. The sides of a quadrilateral taken in order are 30, 40, 34 and 24 feet, and the angle contained by the first two is a right angle; find the area of the quadrilateral.

10. Draw a plan of the field and find its area from the following notes, the lengths being expressed in links:

	to	A	
50		650	
0		500	
		350	0
		200	50
	From	C	range to A
	to	C	
60		520	
From		300	turn left.
	to	B	
		390	
		200	80
	From	A	go East.

ARABIC.—FIRST PAPER.

1. Translate the following into English:

(a) من المغاربة الميسليوية من ذجهتمها المخدوعة في عقلها المغارة لخبيث قلبيها - اما بعد فقد ورد كتابكم علي فشرح الصدر و سرالبطاطرو و كان كقول الشاعر *
ورد الكتاب فلا عدمة اذا ملا * كتبته به حتى تضحي طيبها فكان موسى قد اعيده لامه * او ثوب يوسف قد اتقى يعقوبنا

(b) فعم ان اشهر اقرب هناء انها تعطى غالباً بالبهاء باهلاً والاستعباب لا بالاستحقاق والاستئثار بفان الامير اذا فوهة بشخص من اقاربه او معارقه عند ذي صوبية وسيادة ذقندت كلمته عندها ولو ان شخصها متصرفها باحسن الا خلاق و متخلصها بالعلم والفضل حاول بنفسه ان ينغال تلوك المرتبة لم يلتفت اليه - الا ان هذا الداء عام في جميع البهاء الك *

(c) نقل ان ضهرة الاسدي كان قتالاً للمرجال منازلاً لا بطالة و كان معه ذاك فتىها قصيراً تنبأ العين عنه - و كان قد قتل فاسيا من العرب ثم ان فرعان بن الوندر المخزي جمجم له البرادع

و جعل فيه المعاذل و اعياء ذلك - فكتب اليه باسم و جعل له مأة من الابل ان اتاه - فقدم عليه - فلما رأه نسبت عينيه عنه و ازدراته واستصغر امره وقال انت ضهرة الاسدي الذي بلغني عنه ما بلغ - قال نعم - فقال النعيم تسريح بالمعيد خير من ان قراه *

2. Give the words marked, and explain the phrases underlined in the above extracts.

3. Translate the following into English:—

ياد هر سهلاً لكم تتجاوز و تعتدي * ولهم باخوافي قروح و تغتصبي
ما آن ان ترثي لطول تشتنتي * و ترق با من قلبيه كالجلد
واسئلت احبابي بها اشهدت بي * كل العادات بها صنعت من امردي
و قد اشتفي قلب العدو بها رأي * من غربتي و صباتي و توحدتي

4. Rewrite any of the above extracts, supplying them with diacritical marks (اعراب).

5. What are the different kinds of objects in Arabic? Define them and give examples of each.

6. Distinguish between the following:—

نحوه and نوع (c). اعزاب and حركت (b). معرب and مبني (a).
اسماء افعال (f). ظرف اسم ظرف (e). معتل and ناقص (d).
* ذاعل اسم ذاعل and افعال (g). افعال

ARABIC.—SECOND PAPER.

1. Translate into English:—

ان تكرمني اكرمك - اذا طلعت الشمس لاح الصبح - اقلي اخوه باكيها - زيد ابوه كاتب - العاقل من يجتنب كباقي الا ثم و صغاره - اين راح زيد - سار الي السوق فسرنا معه - هذا طفل يلعب بالتراب - المحباء خير كلهم - البلاء موكل بالمهنط - عفو الملوك ابقاء الملوك - كاد الفقر ان يكون كفرا - سيد القوم خالدهم - الشاهد يربى مالا يراها الخائب - ذهبته اليه وقت

الظاهريّة - جلس زيد تحت شجرة سكينا - وربنا ما خلقت هذا
باطلاً - أنا أعرف من كتب هذا الكتاب - قلب الغافل في نسانيه -
و لسان العاقل في جنانيه *
سئل الحكيم ديو جافس الكلبي اي وقت خير الراكل - قال
المغنى اذا اشتئي و المغدور اذا وجد *
قال لقمان مخاطباً لابنه - يا بني عليك باكتساب العلم
فان القلب الهبيت يحيي بالعلم *

2. Translate into Arabic with diacritical marks :—

Whence didst thou come? Why did you (dual) come? Did you (dual) come from your house? Where did you (plural) come from? When didst thou go to thy father? Go to your (dual) brother. I will come to-morrow. The husband of Zainab is a wise man. He has three daughters and four brothers. The names of my brothers are Sulaiman and Ismail. Who is this man? Who are these men (dual)? Who are these men (plural)? Who are these women (dual)? Who are these women (plural)? What are you doing? This is Ahmad's pen. That book is Yusuf's. What city do they come from? They come from Egypt. Stand here. Go there. Your father is a virtuous man. I saw your father yesterday. I went to your father to-day.

PERSIAN.—FIRST PAPER.

1. Translate the following into English and explain the allusions referred to :—

A.

جوهرو اگر در خلاب افتادهان ذمیس است و غبار اگر بر
فلک رود همان خسیس - استعداد به تربیت دریغست و تربیت
نامستعد ضایع - خاکسته نسبت عالی دارد که آتش جوهر علمی
است و لیکن چون بنفس خود هنر ندارد بایا خاک برآبرست -
و قیمت شکر فه از ذی است که آن خود خاصیت وی است *

مثنوی

حوکمنان را طبیعت بے هنر بود * پیغمبرزادگی قدرش نیغزو و
هنر بنهای اگر داری نه گوهر * کل از خارست و ابراهیم از آزر

B.

درین وقت لامعاکه چندان خلق در مصر بود که اُفیچه در
ذیشاپور بودند خمس ایشان بیجهود بود و هر که مقادیر داشد
معلوم او باشد که کسیروا چند مال باید تا غله او این مقدار
باشد و چه ایهون رعیتی و عادل سلطانی بود که در ایام ایشان
چنین حالها باشد و چندین مالها که ته سلطان پو کسی ظلم
وجور کند و نه رعیت چیزی پنهان و پوشیده دارد *

2. Translate the following into English:—

A.

زبس گوهون گوش گودن کشان * شده چشم بینندۀ گوهرفشان
زتابندۀ یاقوت رخشندۀ اعل * خرامندۀ را آتشین گشت فعل
مگر کان و دریا بهم تاختند * همه جوهر اینجا براند اختند
زن زیرک از سیرت شان او * دور آن داوری شد هراسان او
که این کاردان مرد آهسته را * چرا رسم خدمت نیارد بجای
ورو کرد باید یزو هندگی * که از ما ندارد شکو هندگی
ز سر تا قدم دید در شهریار * زر پخته را بر سحک زد عیار

B.

افشار راز خلوتیان خواست کرد شمع
شکر خدا که سر دلش بر زبان گرفت
میخواست گل که دم زند از رنگ و بوئے تو
از غیرتش صبا نفس از دردهان گرفت
چون لاشه کنج نهاده کلاه طرب ز کبر
هر داغ دل که باده چون ارغوان گرفت
آن روز عشق ساغر می خرمغم بسوخت
کاتش ز عکس عارض ساقی دران گرفت

3. Explain clearly in Persian:—

این کهنه ربط را که عالم نام است
آرامگه ابلق صحیح و شام است

بُزمه بیست که و امسان ده صد جمشید است
 قصریت که تکیه گاه صد بهرام است
 روزے که جزاء هر صفت خواهد بود
 قدر تو بقدر معرفت خواهد بود
 در حسن صفت گوش که در روز جزا
 حشر تو بصورت صفت خواهد بود

4. Analyse the last couplet, in question 3 according to Persian grammar.

5. Mention half a dozen Persian Infinitives which can be used both transitively and intransitively, giving examples of each with their meanings.

6. Write short notes on the following:—

روح القدس — سدرة المنهبي — آل عبا — احرام — صوفي
 مسجد العرام — جام جم — رذد *

PERSIAN.—SECOND PAPER.

1. Translate the following passages into English:—

(a) قلب انسان که هنوز شامل بگناهه نشده است چون آئینه روشن است - و صفت آئینه این است که تا هنگامی که آن را از زنگار و غبار و گرد پاک دارند شفاف بوده روشنایی میدهد ولی چون غبارے بر آن نشست روشنی آن رویه کاهش میدهد - و اگر در صفائی آن نکوشند کم کم غبار تمام آئینه را گرفته روشنی اش را بقایی یکی بدل کرده از درجه اعتبار خواهد انداخت و همچنان دل انسان - اگر انسان از اول خود داری نا نموده دامن خود را بگناهه بیالاید گرد گناه بر آئینه داش نشته رفته رفته رفقه مرأت خاطرش از زنگار معصیت تاریک شده قوت بینایی ازو میرود چنان که خوب از به و دواب از گناه غرق کردن نتواند و ازین رو در دریاے معصیت مستغرق شده دارجه پستی و ذریغی که دوزخ مقصود از آنست حاضل نموده هموار گرفتار زنج و محنت

و زحمت خواهد بود - لهذا مارا باید که هردم آگینه قلب را
از زنگار گذاه پاک و دل را صاف و سپید بداریم *
(۶) معادن نفیسه در ایران فراوان فیست بلے آهن و سرب
در بسیاره از اطراف این ملک یافت میشود - اهالی ایران
مدعی آنند که معادن طلا نقره هر دو درین مملکت یافت
میشود لکن هرگز فایده در این معادن متوجه نشده است -
مسحوم افتاد که معدن طلائی در فارس - و معدن نقره در
آذربایجان پیدا شد اما بقدرے یافت نهی شد که معادل
با خروج بیرون آوردن آن باشد - و لهذا همیشه طلا و نقره
ایران از بلاد دیگر بوده است *

2. Translate into Persian :—

(a) When Abraham sat at his tent door, according to his custom, waiting to entertain strangers, he espied an old man, stooping and leaning on his staff, weary with age and travel, comming towards him. He received him kindly washed his feet, provided supper and caused him to sit down ; but observing that the old man ate and prayed not nor begged for a blessing on his meal, he asked why he did not worship the God of heaven. The old man told him that he worshipped the fire only, and acknowledge no other god. At which answer Abraham grew so zealously angry that he thrust the old man out of his tent and exposed him to all the dangers of the night; unprotected as he was. When the old man was gone, God called to Abraham and asked him where the stranger was. He replied : "I thrust him away because he did not worship Thee." God answered him, "I have suffered him these hundred years although he dishonoured me ; and couldst thou not endure him one night, when he gave thee no trouble ?" Upon this, saith the story, Abraham fetched him back again and gave him hospitable entertainment and wise instruction. Go thou and do likewise, and thy charity will be rewarded by the God of Abraham.

(b) There are numbers of persons in India who obtain their whole living by begging and who bring up their children to the same occupation. They are wretched and vicious. They earn nothing themselves and live by diminishing the earnings of others. How much better would it be for all such persons if, by being

left either to labour or to starve, they, were taught the necessity of industry, and thus rendered useful, honest, respectable, and virtuous members of society?

SANSKRIT.—FIRST PAPER.

1. अथ गच्छता कालेन सकलसंपि कबलितं मरणूककुलम्।
केवलमेको गङ्गदत्तस्तिष्ठति । ततः प्रियदर्शनेन भणितम् ।
भी गङ्गदत्त बुधुक्तिर्हम् । निःशेषिताः सर्वे मरणूकाः ।
तदीयतां से किञ्चिद्दोजनम् । मतोऽहं त्वयान्नानीतः । स
आह । भी सित्र न स्वयान्न विषये कापि चिन्ता कार्या ।
तद्यदि नां प्रेषचिष्वसि । ततोऽन्यकूपस्थानपि मरणूकात्
विश्वास्यान्नयाति ॥

(a) State the धातु and प्रत्यय in विश्वास्य and भोजनम्.

(b) Parse the underlined words.

(c) Decline गच्छत् and अस्मत् in the accusative case.

2. Translate into English:—

द्वाबुपायाविह प्रोक्तौ विसुक्तौ शशुदर्शने ।

हस्तयैश्चालनादेको द्वितीयः पादवेगजः ॥

चलत्येकेन पादेन तिष्ठत्येकेन बुद्धिमान् ।

नासमीक्ष्य परं स्थानं पूर्वमायतनं त्यजेत् ॥

(a) Conjugate the roots of तिष्ठति, अस्ति and त्यजेत् in the preterite (लिट्).

(b) State the rules of Sandhi in the underlined words.

(c) Decline बुद्धिमत् and विसुक्ति in the objective case (द्वितीया).

3. Translate into English or Hindi:—

मनसा चिन्ततं कार्यं वचसा न प्रकाशयेत् ।

अन्यलक्षितकार्यस्य यतः सिद्धिर्ज जायते ।

सृद्धघट इव सुखभेदी दुःसन्धानश्च दुर्जनो भवति ।
सुजनस्तु कनकघट इव दुर्योदः लुकरसन्धश्च ॥

4. Write out in Sanskrit prose order :—

(a) तेन सत्याभिसूच्येन त्रिवर्गेन तु तिष्ठता ।
पालिता ता पुरी श्रेष्ठा यथेन्द्रेणामरावती ॥

(b) सिद्धुं वा यदि वाऽसिद्धुं चित्तोत्साहो निवेदयेत् ॥
प्रथमं सर्वजन्तूनां तत्प्राङ्गो वैति नेतरः ॥

(a) Parse the underlined words.

(b) Write down the meanings of निवर्ग and अभिसूच्या.

(c) Re-write extracts (a), changing the passive into the active construction.

5. Translate into English :—

अज्ञानस्य द्वयं दृष्टा वल्लीकस्य च सज्जयम् ।
अवन्ध्यं दिवसं कुर्याद्यानाध्ययनकर्मसु ॥

SANSKRIT.—SECOND PAPER.

I. Translate into Sanskrit :—

(a) Why didst thou shut thy ears when Govinda was telling a story ?

(b) Indra was the mightiest of all the Gods; therefore they crowned him King.

(c) The king of the Kalingas besieged Pataliputra.

(d) Sita (said): "I bow to these Rishis."

Rama : "These are the greatest of sages, named Sanaka; Sanandana and Sanatkumara."

Sita : "To my mind you are the greatest and best person."

(e) A lazy man sleeps for a long time.

II. Compose 3 short sentences using—(1) the Third Person—Singular—Present Tense (ज्ञाते) form of the root ज्ञात् ; in (2) the Instrumental—Plural form of the word ज्ञाता.

in (3) the Third Person—Singular—First Preterite नङ् form of the root हृ.

III. Translate into English any five of the following passages :—

(a) सत्यस्त्रूयात्प्रियस्त्रूयात् त्रूयात्सत्यमप्रियम् ।

प्रियज्ञ नानृतस्त्रूयादेष धर्मः सनातनः ॥

(b) पापान्विवारयति योजयते हिताय

गुह्यानि गूहति गुणान् प्रकटीकरोति ।

आपद्गतज्ञ न जहाति ददाति काले

सन्मित्रलक्षणमिदम्प्रवदन्ति सन्तः ॥

(c) हरिश्चन्द्रो नाम राजा आस । तस्य शतज्ञाया
बभूवः । तासु पुत्रल लेभे । तस्य गहे पर्वतनारदावूषतुः ।
नारदस्याज्ञया यज्ञेन वक्षणन्तुष्टाव ।

(d) श्रोत्रं श्रुतेनैव न कुरुखलेन दानेन पाणिर्न च कङ्कणेन ।

विभाति कायः किल जानुषाणा-

स्परोपकारैर्न तु चन्दनेन ॥

(e) चतस्रो विद्याश्वतुष्पष्टिङ्गलाश्व अन्द्रापीडोऽशिक्षत ।
सर्वासु च निपुणो भूत्वा पितुः प्रियो बभूव । युवा-
वस्थायान्देशाटनाय निर्जिगाम । सकलासभुवस्त्राम ।

(f) त्रिःसूकृत्वः परशुरामः पृथिवीनक्षियाभकरोत् ।
स क्रूरस्वभाव आसीत् । बाल्यावस्थायाभेव स्वकीयामसात-
रज्जघान । जनकपुरे स राजचन्द्रेज्ञ निर्जितः शान्तो बभूव ।

(g) श्रस्मिन्मण्डपे समागतान् ब्राह्मणानहमजगणम् ।
पञ्च शतानि तेषां बर्तन्ते । एतेष्योऽधुना दक्षिणान्दातुमार-
भस्व । तान् सन्तुष्टान् कुरु ॥

(h) अधुनैन सित्रागत्य 'अवस्पुलपो दुर्विनीतः, अयं
दुर्विनीतः' इति बहु प्रालापीत् ॥

HISTORY.

1. Give a short account of Asoka.
2. What important historical events are connected with the following places :—Jalalabad, Assai, Wandewash, Plassey, Arcot, Panipat, Lucknow, Delhi.

Give the dates of the events and indicate the position of each place.

3. Give brief account of Lord North brook's administration.
4. What is a Municipal Board and what are its duties ?
5. Mention the most important manufactures carried on in India.
6. In whose reigns did the following events take place ?
(1) The discovery of America, (2) The Defeat of the Armada, (3) The battles of Crecy, Agincourt, Blenheim, Waterloo, (4) The Crimean War, (5) The American War of Independence, (6) The abolition of the Slave Trade. Give dates.
7. Explain the following terms.—Chartist, Jacobite, Bloody Assizes, Ship Money, Doomsday Book, Catholic Emancipation Ballot Act.
8. For what are the following noted :—William Caxton, John Wyclif, Simon de Montfort, Raleigh, Haweck, John Bunyan, Dupleix.

GEOGRAPHY.

1. Draw a map of Turkey in Asia, marking its boundaries, divisions, chief rivers, mountain ranges, and principal cities.
2. The 30th parallel of North latitude passes nearly through Shiraz. What other countries, places and natural features does it traverse in both hemispheres ?

3. State what are the following and describe accurately the position of each:—Port Arthur, Sophia, Mekong, Belgrade, Seoul, Okhotsk, Sunda, Brisbane, Samoa, Panama, Cotopaxi, Yukon, Pennsylvania.

4. How would you explain to one who was ignorant of the subject, (a) the cause of day and night (b) the rotation of the seasons, and (c) why Siberia is colder than India?

5. Describe how the Sundarban at the mouth of the Ganges has been formed.

6. Define the following, giving an example of each:—Continent, longitude, basin, estuary, cereals, ruminants, Slavonic nations.

7. Describe the construction and uses of a barometer.

8. "In Alaska, the Russians who have arrived across Asia find their Sunday to be reckoned Saturday by the Americans who have arrived from the United States." Why is this so?

GEOMETRICAL DRAWING.

Time allowed—2 hours.

Note.—Scale and figures to be neatly inked in, construction lines to be left in pencil.

1. The distance between two places on a map is $13^{\circ} 67$ inches while the actual distance apart of the places is 23 miles. Construct a scale for the map showing miles and furlongs.

2. Find by construction a fourth proportional to three given lines 2 inches $1\frac{3}{4}$ inches, and $1\frac{1}{2}$ inches long.

3. $AB=3$ inches, $BC=2\frac{1}{2}$ inches, $CA=1\frac{1}{2}$ inches are the sides of a triangle. Draw an inscribed rhombus making one of its corners touch AB in a point $1\frac{1}{4}$ inches from B.

4. Draw a straight line, and taking a point $1\frac{1}{2}$ inches distant from it as centre, describe a circle of 1 inch radius. Draw a straight line touching this circle, and making an angle of 30° with the given straight line.

5. Construct a rhombus having its sides 2 inches long and one of its angles 75° . Within it inscribe two equal circles touching each other, and each touching two sides of the rhombus.

6. Make angles 70° , 115° , 75° , 135° , 150° , without using the protractor.

ELEMENTARY PHYSICS AND CHEMISTRY.

1. What do you mean by the mass of a body? How is the mass of a body measured? What is the difference in meaning between the mass of a book and the weight of a book?

2. Make drawings of a spring balance and an ordinary balance and explain the principle on which each works.

3. What is meant by density? Explain clearly how you would determine the density of (a) kerosine oil (b) a small stone.

4. What happens when (a) sugar is placed in water, (b) zinc is placed in dilute sulphuric acid, and (c) marble is placed in hydrochloric acid?

5. Describe what takes place when (a) copper is dissolved in nitric acid and (b) the solution is evaporated. Will the residue weigh more or less than the original copper? Give reasons for your answer.

6. Describe the form and colour of crystals of sulphur, salt, sugar and alum. How can these crystals be produced? What would happen if crystals of (a) sulphur, (b) soda, and (c) salt were heated?

7. Describe the process by which salt can be extracted from sea water.

8. Some water is heated in a test-tube. At what temperature will it boil when the mercury in the barometer stands at 30 inches? If the barometer falls will it make any difference to the boiling point of the water? If some salt be put in the water, will that make any difference?

BOOK-KEEPING.

1. Illustrate by examples what is meant by (i) Single entry, (ii) double entry, (iii) Capital, (iv) Depreciation, and state wherein lies the advantage of double entry.

2. How would you record the following each transactions of a merchant? What was his balance at hand at the close of the month?—

1st April, 1903.	Cash in hand	nil.
2nd	", "	", in the Allahabad Bank £ 500
Received from A		£ 20
10th	", "	Paid into Bank ", 10
To B his bill by a cheque on the Allahabad Bank		", 100
12th	", "	Bought goods for cash ", 5
Received from G		", 230
30th	", "	Sale proceeds ", 50

3. If I purchase sugar worth Rs. 50 from A and sell tea worth Rs. 40 to B, what entries are necessary in the Ledger?

4. What is a journal form? Rule out a form of journal according to the Continental system.

5. Describe fully the nature and purchase of

(i) transactions recorded in the Profit and Loss account of a merchant. How will you deal with a debit balance in this account?

(ii) the balance account in the Ledger.

6. State the distinction between a personal and real accounts.

7. Journalize the following transactions of William Jones and then post them into the Ledger.

Balance and close the Ledger:—

Assets.	Liabilities.
---------	--------------

£	£
---	---

Cash 100	Due to Roberts 50
----------	-------------------

Bank 1,000	
------------	--

Due from E. Smith.	
--------------------	--

10th June 1903.	Bought sugar of J. Edwards & Son	£ 1000
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11th	", "	Paid to Roberts	50
------	------	-----------------	----

15th	", "	Bought paper of W. Blake	550
------	------	--------------------------	-----

		£
17th June 1903.	Sold sugar to Benjamin Smith	500
18th " "	Bought port from Smith & Co.,	100
20th " "	Received Cast from Benjamin Smith	500
21th " "	Paid to J. Edwards & Son	400
" " "	J. Smith & Co.	100
22nd " "	Sold paper for Cash	1000
25th " "	Paid into Bank	500
28th " "	" W. Blake by cheque	500
30th " "	" Wages of Servants	100
" " "	Postage Stamps	10
" " "	" Repairing business premises	10
Balance of goods on hand.		
Sugar	£300	
Paper	„ 300	
Port	„ 200	

8. What do you understand by the continental method and the English method ? Shew clearly the exact difference between the two systems as regards posting the entries.

POLITICAL ECONOMY.

1. Distinguish capital from wealth. Explain accurately the way in which capital promotes the productiveness of industry.
2. State the Law of Diminishing Returns.
3. Explain the economic theory of rent and indicate some of the chief causes which modify the effects of competition on rent.
4. Analyse carefully the circumstances that tend to make the average rate of interest in one country higher than in another.
5. Explain the phrases "immobility of labour" and "standard of comfort," and show how the facts they point to effect the wages question.
6. What is money, and what its chief functions ? Mention with reasons the qualities a thing must possess in order to discharge those functions and name objects fitted to serve as money.
7. What are the conditions which precede and accompany international trade ? Describe the economic advantages of foreign trade.
8. State as concisely as you can the arguments in favour of Free Trade, and examine some of the common pleas for Protection.

ENTRANCE AND SCHOOL FINAL EXAMINATIONS, 1905.

ENGLISH.—FIRST PAPER.

A.

1. Explain the following passages, giving the substance of the context in each case :—

(a) "The butterfly is glancing bright
Across the sunbeam's track ;

I care not now to chase its flight—
Oh, call my brother back ! "

(b) Ass waited a moment, as gentlemen can,
And then, "Not presuming to teach," he began,
"Permit me to say, since my thoughts you invite,
I always saw things in a different light."

(c) When the settled season began to come in, the thought of my design returned with the fair weather, and I was preparing daily for the voyage : the first thing I did was to lay by a certain quantity of provisions, being the stores for our voyage ; and intended, in a week or fortnight's time, to open the dock, and launch out our boat. I was busy one morning upon something of this kind, when I called to Friday, and bid him go to the sea shore and see if he could find a turtle, a thing which we generally got once a week, for the sake of the eggs as well as the flesh. Friday had not been long gone, when he came running back, and flew over my outer wall, or fence, like one that felt not the ground ; and before I had time to speak to him, he cried out to me, "O Master ! O Master ! O Sorrow ! O bad ! "

(d) The effect of this devotion of elegant minds to rural occupations has been wonderful on the face of the country. A great part of the island is rather level, and would be monotonous were it not for the charms of culture ; but it is studded and gemmed, as it were, with castles and palaces, and embroidered with parks and gardens.

2. Write a short account, not exceeding two pages of your answer book, of the wreck of Crusoe's vessel and of his landing in the island.

B.

1. Write *short* notes on the following:—
 Trainband captain; Cophetua; Brave Kempenselt; Norman's Woe.

2. Give, in your own words, the meaning of each of the following:—last night the moon had a golden ring; high-water mark; a shoulder-of-mutton sail; a tart temper never mallows; a world of staid counsel; make a Star-Chamber matter of it.

3. Give an account of Rip van Winkle's return to his village.

C.

1. Reproduce from memory (a) two stanzas of the poem entitled 'the Wreck of the Hesperus' beginning with the line 'And fast through the midnight dark and drear'; (b) the last Stanza of 'After Blenheim' beginning with the words 'And everybody praised the Duke.'

2. (a) Give in your own words the substance of the following passage:—

How much, thought I, has each of these volumes, now thrust aside with such indifference, cost some aching head! how many weary days! how many sleepless nights! How have their authors buried themselves in the solitude of cells and cloisters; shut themselves up from the face of man, and the still more blessed face of nature; and devoted themselves to painful research and intense reflection! And all for what? to occupy an inch of dusty shelf—to have the title of their works read now and then in a future age, by some drowsy churchman or casual straggler like myself; and in another age to be lost, even to remembrance. Such is the amount of this boasted immortality.

(b) In the following stanzas explain the italicised portions:—

"And now when busy crowds retire
 To take their evening rest,
 The Hermit *trimmed* his little fire,
 And cheered his *pensive* guest.

And spread his *vegetable store*,
 And *gaily pressed*, and *smiled* ;
 And skilled in *legendary lore*
 The *lingering hours beguiled*."

GRAMMAR.—SECOND PAPER.

D.

1. Illustrate by *short sentences of your own construction* the differences in meaning or use between *all* and *whole*; *any* and *some*; *farther* and *further*; *too* and *very*; *many* and *many a*; *either* and *other*.

2. Show what meanings the following nouns have in the singular number, and in the plural :—

abuse, effect, custom, light, manner, letter.

Form :—1. Adjectives (not participles) from *benefit, permit, number, study*.

2. Verbs from *fraud, gold, trust, just.*

3. Abstract nouns from *repeat, enemy, slay, advise.*

4. Give the past participles of the following verbs, pointing out the difference in use or meaning of the double forms :—

bind, behold, hang, seethe, shear, strike, cleave (split).

E.

5. Parse the italicised words in the following sentences :—

They received every *man* a penny ; I meet him *every* other day ; Please find *me* an appointment : I told you so ; The boy shot the bird *dead* ; He attacked me *sword* in hand ; Schoolboys are taught *grammar* ; No *noise*, if you please ; A *horse* ! a horse ! My *kingdom* for a horse !

6. How can we tell whether a given sentence is *Simple, Complex, or Compound* in form ? Combine the following two sentences into (1) a Complex sentence, (2) a Compound sentence :—

He is but a child. He is remarkably intelligent.

7. Analyse in *tabular* form :—

And as Nature, who gives supplies of food to every creature, dictates even naturally how to make use of such food, so I, that had never milked a cow, much less a goat, or seen butter or cheese made, except only when I was a boy, after a great many essays and miscarriages, made me both butter and cheese at last, and also salt, and never wanted for them afterwards.

F.

8. Express the following in the indirect form of speech, taking care to use appropriate reporting verbs :—

1. He said to me,—“Be sure I will not deceive you.”
2. The teacher said,—“See, this is where your mistake lies.”
3. “Off with you,” said the man,—“this is no place for you !”
4. “Hurrah ! hurrah !” cried the boy,—“I stand first on the list.”
5. “Surely,” thought Rip, “I have not slept here all night.”

9. Expand each of the following simple sentences, into a Complex one :—

1. Our wishes were all granted.
2. I acknowledge your great kindness to me.
3. The Earl swore allegiance to the King.
4. The only question now is the degree of their guilt.
5. The origin of the story was fully related.

10. Reconstruct the following sentences according to the bracketed instructions :—

1. He is so headstrong that he will not take advice.—(Use *too* for *so*.)
 2. I last saw him a month ago.—(Change *a month ago* into *for a month*.)
 3. As soon as he saw me, he ran away.—(Use *no sooner* for *as soon*.)
 4. It is better to live in the country than to live in the town.—(Use *preferable* in place of better.)
-

THIRD PAPER.

1. Translate into English :—

G.

دہونکی رائے ہے کہ لاڑ پیار سے اُرکے بگڑ جاتے ہیں
لیکن سوچ کر دیکھا جاوے تو اُرکوں میں اچھی اچھی
باتونکا پودا پیار ہی سے جھتا ہے۔ ولایت کے ایک عالم تھے
لکھتا ہے کہ میری ماں کی بار بار چومنے نے مجھے علم تصویر
کشی میں ہتر مند بنایا۔ جتنا اوسٹاڈ مدرسہ میں ترانے

اور سزا سے سالم ہائی دراز میں سکھ لاسکتا ہے اوتھا لڑکا اپنے
گھر میں اپنی ما کے طبعی محبت سے ایک دن میں سیکھہ
لیتا ہے۔ ما کی طبعی محبت کا اندازہ اس سے بڑکر اور کیا
ملسکتا ہے کہ لڑکا کتنا ہی روٹا ہو یا اُداس ہوتا ہو ما کے
گود میں جاتے ہی چپ ہو جاتا ہے مصیبت دردزہ اور فکر
پرورش اولاد اور اونکو خوش و خرم دیکھ کر دلکو چین ہونا
اور اونکو بیمار اور اُداس دیکھ کر بیکل ہوتا یہ سب
یاقین مالہی میں پائی جاتی ہیں۔ لڑکا جب کپوت اور نکھا
فیکل جاوے تو باب اوسکا ساقمہ نہیں دیتا۔ گھر سے نکال
باہر کر دیتا ہے۔ لیکن ما اپنے شوہر کو چھوڑ کر اپنے نکھنے
بیتے کا ساقہ دیتی ہے۔ دو چار نہیں بلکہ ہزاروں ایسی ما
دیکھنے میں آئیں ہیں جنہوں نے لڑکے کی بچپن ہی میں
باب کے فرہنے پر مصیبتوں اوتھا اوتھا کر اپنے لڑکے کو پالا
ہے اور اوسے پڑھا لکھا کر سب طور سے لائق کر دیا ما کا ایک
بار کا دلاسا بیتے کے لئے جتنا فائدہ بخش اور اوس کے دلپر
موثر ہوتا ہے اوتھا باب کے سو بار کی نصیحت اور سزاد ہی
بھی نہیں ہوتی *

H.

شہر دہلی کے ایک اندھے بھیک منگنے کے کتنے کے بیان
میں یہ لکھا گیا کہ نہ صرف یہی تھا کہ یہ جانور اپنے مالک
کو خطروں سے بچا کر لئے پھر تا تھا بلکہ اوسنے اون گلیوں
اور اون مکانات کو بھی پہچان لیا تھا جہاں اوسکے مالک
کو دو قیں بارہر ہفتھے میں بھیک ملا کرتی تھی۔ جب کبھی
اون گلیوں میں سے کسی میں پہنچتا جنسے وہ خوب آگاہ
تھا وہ اونکو ہرگز فہیں چھوڑتا تا آنکہ ہر اس مکان پر حاضر
فہر لیتا جہاں اوسکا مالک اکثر اپنی استدعا میں کامیاب
ہوا کرتا تھا۔ جب وہ سائل بھیک مانگنے لگتا تو وہ کتا

سستافے کو پڑ رہتا۔ مگر جیوں ہی اوسکو بھیک مل جاتی یا انکار کیا جاتا تیوں ہی کتنا خود بخود اوتھہ کھرا ہوتا اور بلا حکم یا اشارہ کے اوسکے آگے کے گھر کی طرف بٹتا۔ جب کوئی شخص کھر کی سے ایک پیسہ پھینک دیتا تو اس کتے کی ہوشیاری اور وجہ دیکھی جاتی تھی کہ وہ اس پیسے کی کھوج میں ادھر اور ہر دور تا پھر تا اور اپنے منہ سے اوسکو زمین سے اٹھا کر اوس بندھے فقیر کی جھوکی میں ڈال دیتا اور اگر کوئی شخص روئی پھینک دیتا تو وہ کتنا اوسے فد چک دیتا جب تک کہ اوسے اپنے مالک کے ہاتھ سے نہ پاتا۔

1. Translate into English :—

G.

बहुतों का मत यह है कि लाड़ प्यार से लड़के चिगड़ जाते हैं, पर विचार से देखा जाय तो वालकों में अच्छी अच्छी बातों का अङ्कुर प्यार ही से जनता है। विलायत के एक विद्वान ने लिखा है कि मेरी माँ के बार बार चूमने ने मुझे चिन्हकारी में प्रवीण कर दिया। गुप्त जितना पाठशाला में भय और ताड़ना दिखला कर वर्षों में सिखला सकता है उतना अपने घर में लड़का माँ के सहज लै ही मेरे एक दिन में सीख लेता है माँ के खभाविक प्रेम का प्रसार इससे बढ़ कर और क्या भिल सकता है कि लड़का कितना ही रोता हो या उदास हो लौ भी माँ के गोद में जाते ही चुप हो जाता है। प्रस्तव के समय की पीड़ा बच्चे के पालन पोषण की चिन्ता, उसे नीरोग और लुखी देख कर चित्त का हुलास, उसे बीमार और उदास देख कर विकल होना, ये सब वातें माता ही में पायी जाती हैं। लड़का जब कुपूत और निकम्मा निकल जाता है तो बाप उसका खाध नहीं देता।

घर से निकाल बाहर कर देता है। पर भाँ बहुधा अपने पति को त्याग कर निकल्मे पुत्र का साथ देती है। दो चार नहीं वरन् हजारों ऐसी भाँ देखने में आयी हैं। जिन्होंने लड़के के बचपन ही में पिता के न रहने पर बड़े बड़े क्षेत्र उठा उठा कर अपने पुत्र को पाला और उसे पढ़ा लिखा कर सब भाँति शमर्य और योग्य कर दिया। बाता का एक बार का प्रोत्साहन पुत्र के लिये जैसा उपकारी और उसके चित्त में ग्रभाव उत्पन्न करने वाला होता है वैसा पिता की सौ बेर की ताड़ना भी नहीं होती ॥

H.

शहर डिल्ली के एक अन्धे भिखरिये के कुत्ते के विषय में यह लिखा गया है कि न केवल वह जानवर अपने खासी के बिपत्तयों से बचाकर लिये फिरता था वरन् उसने उन गलियों और उन स्कानों को भी पहुँचान लिया था जहाँ उसके मालिक को दो तीन बार हर हस्त में भीख मिला करती थी। जब कभी उन गलियों में से किसी में पहुँचता जिस से कि वह बहुत परिचित हो गया था वह उसको छोड़ दूसरे गली में न जाता जब तक हर एक घर पर हाजिर हो न लेता जहाँ उसके मालिक का नांगना बहुधा सफल हुआ करता था। जब वह मिल्क भीख नांगने लगता तब वह कुत्ता सुस्ताने को पड़ रहता। फिर ज्योंही भीख मिल जाती या न मिलने का जवाब मिल जाता त्योंही कुत्ता आप ही आप उठ खड़ा होता और बिना अपने मालिक के हुक्म या इशारे के उसके आगे के घर की ओर बढ़ता। जब कोई मनुष्य खिड़की से एक पैसा फेंक देता तब उस कुत्ते की बुद्धि और चौकसी देखने में आती थी कि वह उस पैसे की खोज

में इधर उधर ढूँडता फिरता और अपने सुंह से पैसे को जमीन से उठा कर उस वृद्धे भिन्नक की खोलां में डाल देता। और अगर कोई ननुष्य रोटी फेंक देता तो उसे न चीखता जब तक कि उसे अपने खानी के हाथ से न पाता॥

MATHEMATICS.—FIRST PAPER.

1. (a) Simplify :

$$\frac{7\frac{1}{2}}{6\frac{1}{2}} + \frac{1\frac{1}{2} - \frac{2}{3}}{1\frac{1}{2} + \frac{2}{3}} \div 1\frac{1}{5} \text{ of } \frac{\frac{1}{2}}{1 + 4\frac{1}{2}}$$

- (b) Find the value of $\frac{1}{\sqrt{8}}$ correct to four places of decimals.

2. (a) Add together .175 of 1 ton, .83 of one cwt. and .93 of 1 lb. and reduce the sum to the decimal of 10 tons.

- (b) Find, by Practice, the rent of 3 acres 1 rood 27 poles of land at £ 16s. 8d. per acre.

3. By selling a horse for Rs. 50 a man lost 4 per cent.; find what would have been his gain or loss per cent. if it had been sold for Rs. 60.

4. Find the discount on Rs. 1,000 due 3 months hence at 4 per cent. per annum.

5. A person transfers £ 1,000 stock from the 4 per cents. at 90 to the 3 per cents. at 72; find the alteration in his income.

6. (a) Find the H.C.F. of $x^4 - 5x^2 + 4$ and $x^5 - 11x + 10$.

- (b) Extract the square root of

$$a^2 + (1+a^2)(1+a)^2.$$

7. Simplify :

$$\frac{(b+c)(x^2+a^2)}{(a-b)(a-c)} + \frac{(c+a)(x^2+b^2)}{(b-a)(b-c)} + \frac{(a+b)(x^2+c^2)}{(c-a)(c-b)},$$

8. Solve:

$$(a) \frac{1}{x+2} + \frac{1}{x+10} = \frac{1}{x+4} + \frac{1}{x+8}$$

$$(b) \frac{x+3}{5} = \frac{8-y}{4} = \frac{3(x+y)}{8}$$

9. If a, b, c, d are in continued proportion, prove that:

$$(i) a:d = a^3+b^3+c^3:b^3+c^3+d^3.$$

$$(ii) a^2d = b^3.$$

10. Coffee is brought at 1s. and chicory at 3d. per lb.; in what proportion must they be mixed, that 10 per cent. may be gained by selling the mixture at 11d. per lb?

MATHEMATICS.—SECOND PAPER.

1. (a) Triangles on equal bases, and between the same parallels, are equal in area.

(b) Shew that a trapezium is bisected by the straight line which joins the middle points of its parallel sides.

2. If the square described on one side of a triangle be equal to the sum of the squares described on the other two sides, then the angle contained by these two sides shall be equal to a right angle.

3. From two given points on the same side of a given straight line, draw two straight lines, which shall meet in the given straight line and make equal angles with it.

4. If a straight line is divided equally and also unequally, the rectangle contained by the unequal parts, and the square on the line between the points of section, are together equal to the square on half the line.

5. (a) The straight line drawn from the centre of a circle to the point of contact of the tangent is perpendicular to the tangent.

(b) If two circles are concentric, all tangents drawn from points on the circumference of the outer to the inner circle are equal.

6. Inscribe a circle in a given triangle.

7. A plank 17 feet long rests vertically against a perpendicular wall. How far must the bottom end be pulled out to lower the top end 2 feet?

(b) How often will a wheel 4 feet 2·4 inches in diameter turn round in 2 miles? [$\pi = 3\frac{1}{7}$.]

8. (a) The sides of a triangle are 51, 52 and 53 feet; find the length of the perpendicular from the opposite angle on the side of 52 feet.

(b) How long will it take a man to walk round a square field containing 40 acres, at the rate of 3 miles an hour?

9. An equilateral triangle is inscribed in a circle of radius 2 inches; find the area of the three segments exterior to the triangle [$\pi = 3.1416$; $\sqrt{3} = 1.732$.]

10. Draw a plan, and calculate the area in acres, rods, and poles of a field from the following notes, the lengths being expressed in links:—

	to D	
	1000	
	800	300 to C
to E. 100	650	100 to B
	500	
	340	
to F 300	A	go North.
From		

ARABIC.—FIRST PAPER.

I. (a) Translate the following into English and explain the allusions:—

بعض الملوک حاصرو بعض الیالی و کان معه عساکر عظیمه
بکثیرۃ الرجال والعدد فكتتب الملوك المعاصرالی صاحب الیال
كتابا بشيراليه بان یسلم الیلدا اليه و ذکر ماجاء به من الرجال
والاصوات وفي جملة الكتاب قوله تعالى حتى اذا اتوا علي
وادي النهل قالت نهلة يا ایها النهل ادخلوا مساکنکم
للاحتطافنکم سلیمان وجنوده وهم لا یشجرون فلما وصل الكتاب
الی صاحب الیال زامله وقراءه على خواصه وقال من يهذا و به

على هذا - فقال بعض الكتاب يكتب اليه قوله تعالى فتبسم
ضاحكا من قولهها - فاستحسن الحاضرون جوابه *

(b) Rewrite the above passage with diacritical marks
(اعراب) set over each letter.

II. Translate the following into English and explain the allusions :—

(a) أسرفت في القول فقد * فقللت الظبية قد
وأجسر ولا قبالي * انقضى إلى المعاي
حظا فانفاث قان * وخذ من الزمان
والهم يهج الأبيه * ألمهم الملته
منك والامنيه * تقرب الامنيه
اضحاف ما كان رجا * وربما فنال الغتني
بنفسه لم يذكر * كولا خطأ عنقر

(b) قد شاب راسي وراس المحرض لم يشب
أن المحرض على الدفنيا لغفي تعب
بإله ربكم بيت مورت به * قد كان يجهز بالذات والطرب
طارت عقاب الم هنا يافي جوابه * قصار من بعد ها لمويل والمحرب
احبس عذابك لاتتجه بـ طلبها * فلا وربك ما الا رزاق بالطلب
قد يأكل الـ اهل من لم يخف راحلة * وتنـرك الـ اهل من قد جد في الطلب

III. (1) Name the author of the poetical piece (a) in the above question and give parts of speech of the two قد used in the first line of the same piece.

(2) Explain the simile used in the extract (b).

VI. Give the singular or plural of the following, as the case may be :—

فـ غـشـ - عـدـ - وـادـيـ - قـاضـيـ - جـنـودـ - هـمـ - مـنـيـةـ - اـسـنـيـةـ
رـوـضـ - حـرـ - اـعـوـانـ - بـيـتـ *

ARABIC.—SECOND PAPER.

1. Translate into English :—

ما قدم ساكت الافيليا - ان البلاء موكل بالبيهقى - آفة العالم
النسىيان - او اول الغضب جنون وآخره قدم - البجاهل عدو نفسه
فكيف يكون صديق غيره - راس المحكمة مخافة الله - زر غربا
تزداد حبا - ساطان بلا عدل كثيرو بلا ماء - عند الامتحان يكرم
الهوع او يهان - عالم بلا عهل كسبهاب بلا مطر - عز من قذف
وقل من طبيع - الجاد ت طبيعة ثانية - ظل العاقل خير من
يقيس البجاهل - يوم الظلل على الظالم اشد من يوم الظالم
على الظلل - ايماكم والطميع فاند الفقر العاضر - لا يعرف الشجاع
الا عند التعرّب ولا الحكيم الا عند الخصب ولا الصديق الا عند
ال الحاجة اليه - النديمة من الحصول الدميمة - سوء المخلق يدل
علي خبث الطبيع *

2. Translate into Arabic with diaeritical marks.

Never tell an untruth. Consider well before you make a promise. Sincerity and truth are the foundation of all virtue. Idleness is the root of all evil. Honour thy father with thy whole heart. God is the source of all good. He sends rain to water the barren land. I have a great desire to learn the Arabic language. I will go to that school to-morrow. Yusuf is clever, he learns very fast. Ahmad has a very good memory. Ismail was at the head of the class. How much money will you give us, father, every week ?

PERSIAN.—FIRST PAPER.

1. Translate the following into English :—

تلہیید بے ارادت عاشق بے زر است و رو ندہ بے معرفت (a)
سرغ بے پر - و عالم بے عهل درخت بے بر و زادہ بے علم خانہ
بے در مراد از ذرول قرآن تھصیل سیرت خوب است به ترقیل
سورۃ مکتوب *

مدينه رسول الله صلي الله عليه وآله وسلم شهرے بروکنار (b)
 صحرا فهاده و زمين فهذاک و شوره دار و آب روان است اما
 آندک و خرمستان است و آنجا قبله سوي جنوب افتاده است
 و مسجد رسول الله صلي الله عليه وآله وسلم چندان
 است که مسجد الحرام حظیره رسول الله عليه السلام در
 پهلوی منبر مسجد است *

کهنه جامه در صف آخرین * به غرش در آمد چوشين عربين (c)
 که برو هان قوي باید و مجذوي * فه رگها س گردن به حاجت قوي
 سرانيز چوگان حرفا است بگوي * بگفتند ار نيك داني بگوي
 به کلاک فصاحت بياني که داشت * به دلها چو نقش نگين بروندگاشت
 گرفت ذهنی منکر برو آيد زدست * فشايد چو بيدست و پايان نشست (d)
 و گردست قدرت فداري بگوي * که پاکيزيه گرد ز اندر ز خوي
 چودست وزيان را نهاز مجاہ * به بیوت فهایند مردي و جمال
 يکي پيش دازاي خلوت فشين * بنداليد و بگريست برو زمين

2. Explain the following in Persian as clearly as you can:—

اے چرخ غافلي که چه بيداد کرد * وزکين چهاد رين ستم آيداد کرد
 اے زاده زيان نکون اسيت هبيچگه * نهرو داين عمل که تو شداد کرد

3. Name the kinds of اضافات in the following expressions:—

کلاک فصاحت بياني — کام يزيد — بروگ درخت شقاوت —

* پايان دين

4. Give the meanings of the following expressions and make short sentences using them:—

دماز برو آوردن — در پوستين کسے رفتن — به مستغل دادن —
 اختر برو گشتن — سپيد فامه — دم در کشیدن *

5. Give the derivation of the following words:—

دشمن — بعده — درویش — فرزانه — پارسا — آئينه —
 بازار — شهنشير — سپاس *

6. Give the Arabic plurals of the singulars and vice versa in the following:—

غم - فواز - حور - بقعة - ندما - عندك ايمب *

7. Define the following, giving examples of each:—

مفعول مطلق - مفعول له - مسند اليه - قهيز *

8. Analyse the following couplet according to Persian grammar:—

پتر زانم که خواهی گفت آنی * که دا نم عیوب من چون هن ندا نی

PERSIAN.—SECOND PAPER.

1. Translate the following passage into English:—

اما نت معهود تریں اعمال و مسعود تریں افعال است
خائیں را کسے دوست ندارد وا زامیں خالق و هم مخلوق راضی
باشد و جملہ اسور جزوی و کلی جہاں وابستہ اما نت ست
و اما نت هر عضوے از اعضائی انسانی علیحدہ است - چہ
اما نت چشم آنست که چیزهاے دیدنی را دیدن و ذا دیدنی
را هرگز نظر نا کردن - و همچنین اما نت گوش آنست که
اقوال ناشایسته را شنیدن و شنیده را که قابل ذکر نباشد
پیش دیگران بیان ذا کردن - و اما نت زبان آنست سخن
راست گفتن و بدروغ و بہتان میل ذہ کردن *

2. Translate the following sentences into English:—

(1) بندی این روزها مشغول کارهائے زیادہ هستم *
دیشب مہتاب خوب بود قدرے دریاغ گردش کرده خوابیدم *

(2) شها می تو اید که از عهدہ این کار بر آؤید *

(3) این بچہ ساعت به ساعت پا میشود دست به چراغ
میگذارد و آخر میسو زد *

(4) تو چرا این قدر بلند حرث میزني *
میخواهم توئیم اطلق شها خواب کنم *

3. Translate the following into Persian :—

We live in a time of hurry and hard work ; it is very necessary, therefore, that we should have rest and change of occupation. Boys and girls at school, who spend so many hours in poring over books, should have regular holidays and sufficient time of play every day. They need not be idle, a change of occupation often being better than a complete rest. For the man who works with his hands physical recreation is not so necessary ; he finds sufficient exercise in his daily employment. It is better that he should spend his spare time in reading or study. Many working-men have attained to great honor by the diligent use of their leisure. Few have the ability to be great writers or men of science.

SANSKRIT.—FIRST PAPER.

1. अथ तस्य तां धर्मोपदेशनां श्रुत्वा शशक आह । भी कपिञ्जल एष नदीतीरे तपस्वी धर्मवादी तिष्ठति । तदेन पृच्छावः । कपिञ्जल आह । ननु स्वभावतोऽयसस्माकं शत्रुभूतोऽस्ति । तदूदूरे स्थितौ पृच्छावः । कदाचिदस्य ब्रतवैकल्यं सम्पद्यते ।

(a) State the प्रकृति and प्रस्त्रय in तपस्वी and वैकल्यम्.

(b) Parse the underlined words.

(c) Decline एतत् and अस्मत् in the accusative case.

2. Translate into English :—

कृत्रिमं नाशसभ्यीति वैरं द्राक कृत्रिमैर्गुणैः ।

प्राणदानं विना वैरं सहजं याति न क्षयम् ॥

यथा ह्येकेन चक्रेण न रथस्य गतिर्भवेत् ।

एवं पुरुषकारेण विना दैवं न सिध्यति ॥

(a) Conjugate the roots of अभ्येति, याति and सिध्यति in the preterite निट्.

(b) Parse the underlined words.

3. Translate into English or Hindi :—

प्राणा यथात्मनाभीष्टा भूतानापि ते तथा ।
 आत्मैपस्येन भूतेषु दयां कुर्वन्ति माधवः ॥
 नैतानतिश्येज्जातु नात्यश्वीयान् पयेद्वृत् ।
 नित्यं परिचरेच्छौव तद्वै सुकृतमुत्तमम् ॥

(a) State the rules of Sandhi in the underlined words.

(b) Conjugate the roots of कुर्वन्ति and अश्वीयान् in the second preterite लिङ्.

4. Write out in Sanskrit prose order :—

(a) अयोध्या नास नगरी तत्रानीलोकविश्रुता ।
 ननुना मानवेन्द्रेण या पुरी निर्जिता स्वयम् ॥
 (b) तां तु राजा दशरथो भहाराम् विवर्धनः ।
 पुरीमादासयासास दिवि देवपतिर्यग्या ॥

(a) Write down the meaning of विश्रुता and विवि.

(b) Re-write extract (b), changing the active into the passive construction.

5. Write out the purport in English or Hindi :—

आरभुगुर्वी क्षयिली क्रमेणु
 लध्वी पुरा वद्धिमती च पश्चात् ।
 दिनस्य पूर्वार्द्धपरार्द्धभिन्ना
 छायेव मैत्री खलसज्जनानाम् ॥

SANSKRIT.—SECOND PAPER.

1. Compose the following sentences in Sanskrit :—

(a) One sentence with the Present Tense (जट) Third Person—Singular—form of the roots ‘गम’; the Accusative (द्वितीया)—Singular form of ‘प्रयाग’; and the Ablative (पञ्चमी) Singular of ‘काशी’.

(b) One sentence with the First Preterite (ज्ञाइ) — Third Person—Singular—form of the root ‘भू’; the past participle form of the root ‘दृश्य’; and the Nomination (प्रथमा) Singular form of ‘नृ’.

(c) One sentence with the Imperative (ज्ञोइ) Third Person—Singular—form of the root ‘क्षय’; the Accusative (द्वितीया) Singular of ‘वार्ता’; and an appropriate adjective qualifying the latter.

2. Translate into English :—

(a) शशुत रे पौरा: ! अयं वसन्तसेनाधातकम्बाहृदत्तो
बधतम्भन्नीयते । तद्यदीदृशङ्कर्म केऽपि कुर्वीरन्दरुद्धर्म्यता-
दृशस्प्राप्नुयुः ।

(b) हुःखसन्तापेन पच्यन्त इव मैङ्गानि, क्षयत इव
हृदयम्, स्थृत इव दृष्टः, ज्वलतीय शरीरम् । अत्र यत्प्राप्त-
कालन्तरकरात् भवान् ।

(c) देव रामतीर्थे स्नात्वा प्रत्यागच्छता सया काननभूमी
वनितया कयाऽपि धार्यसाणमुज्ज्वलाशारङ्गुभारं विलोक्य
सादरमभाणि ।

(d) यदि सत्याभिसन्धस्त्वं राजन् रामप्रवासय ।

नव पच्च च वर्षोणि निर्जने गहने वने ॥

(e) युधिष्ठिरस्तु कौन्तेयो मयसाहूय सत्वरम् ।
कारयानास वै तेज सभासहुतदर्शनाम् ॥

(f) दानस्मीर्गो नाशस्तिस्तो गतयो भवन्ति वित्तस्य
यन्न ददाति न सुङ्गे तस्य दृतीया गतिर्भविता ॥

(g) विद्या नाम नरस्य रुपस्थिकरुपच्छाङ्गुसं धनम्
विद्या भोगकरी यशःसुखकरी विद्या गुरुसाङ्गुरः ।
विद्या बन्धुजनो विदेशगमने विद्या परं देवता
विद्या राज्ञु पूजिता न तु धनं विद्याविहीनः पशुः ॥

3. Translate into Sanskrit :—

(a) Dasaratha *performed* (use the root त्वा) a sacrifice on the banks of the Sarayu.

(b) The King *sent* (use the root भि with the *Upasarga* ए) me to watch the enemy.

(c) I *could* (use the root शक्) not ascend the top of the mountain.

(d) In the battle the horses of the warriors were killed; but they *obtained* (use the root अप्) others and fought again.

HISTORY.

1. What are said to be the advantages and disadvantages of the system of village communities that prevailed in early times in India?

2. In whose viceroyalty were Provincial Contracts begun? Describe their nature and the benefit resulting from them to the Provinces.

3. Explain the following terms :—Imperial Service Troops, Additional Police, Budget Estimate, Home Charges.

4. What do you know about the reign and kingdom of Asoka?

5. Name in order, giving the period of rule of each, the different dynasties of Pathan Kings that reigned at Delhi down to the time of the first battle of Paniput. Under what circumstances was this battle fought, and what were the consequences which followed from it?

6. Write an account of the First Mahratta War under the following heads :—(i) duration, (ii) cause, (iii) principal events (iv) name and terms of concluding treaty.

7. State what you know of the following, giving the date of each :—the Confirmation of the Charters, the Statute of Labourers, the Act of Supremacy, the National Covenant, the Self-denying Ordinance.

8. Mention what happened at the following places to make them famous in English history.

Senlac, Khartoum, Amiens, Ru nimede, Balaclava, Fotheringay.

9. Relate the important doings of any three of the following men :—Simon de Montfort, Protector Sonerset, Sir John Eliot, Judge Jeffreys, the first Duke of Marlborough.

GEOGRAPHY.

1. What is meant by a river-basin ? Make a rough sketch of any large river basin known to you.

You have often observed the roads on a rainy day. Explain what important lessons regarding rivers and the work they do can be learnt from such observation.

2. To what branch of the Caucasian Race does the population of Europe belong ? This branch admits of four prominent divisions ; state what they are. Into what three main Zoologic Provinces may Asia be divided ? Name some of the more important classes of Asiatic Mammals.

3. State approximately on what meridians of longitude the following towns are situated : Madras, Calcutta, Adelaide, Paris and London ? What is meant by saying that the positions of places on our geographical maps are given in terms of angular distance ? Prove that if the local time and the Greenwich time are known longitude of a place can be found.

4. What portions of land are separated, and what seas connected, by the following straits :—Gibraltar, Bebal-Mandeb, Malacca, Magellan and Behring ?

5. Draw a rough map of India showing the more important of its railway systems. What reasons can you assign for the choice of route in each case ?

6. What is meant by the material resources and the manufacturing industries of a country ? How do they affect its welfare ? What are commercial commodities ? From what countries are the following obtained : copper, wheat, timber and wool ? If you wished to bring a cargo from California to Bombay what route would you take ?

7. Compare the great mountain ranges of Europe with those of Asia as regards :

- (1) their general direction ;
- (2) height.

Why is the climate of Europe milder than that of Asia ?

8. Name the principal manufacturing countries of Europe. Which of these are coal and iron producing countries ? Explain how it is that the great iron foundries of the world are found near coalfields.

9. What do you know of the following : Newcastle, Alleghanies, Hobart, Mexico, Kilimanjaro, Baikal, Martinique, Tucatan, Berars, Dartmoor, Amazon, Bucharest ?

GEOMETRICAL DRAWING.

Time allowed—3 hours.

NOTE.—Scale and figures to be neatly inked in, all construction lines to be left in pencil.

1.—Draw a scale of miles and furlongs, in which 13 furlongs equal $\frac{1}{3}$ of an inch.

2.—About a circle of $2\frac{1}{2}$ inches diameter, construct a regular heptagon.

3.—Construct a triangle with a perimeter of 4 inches, the sides to be in the proportion of 2, 3 and 4.

4.—Draw an interior tangent to two circles of $\frac{1}{2}$ inch and 1 inch radii, the distance apart of their centres being $2\frac{1}{2}$ inches.

5.—In a square of 2-inch side, inscribe an isosceles triangle the length of the base being $1\frac{1}{2}$ inches.

6.—Within a circle of 2-inch radius inscribe a triangle the angles of which are 37° , 73° , and 70° .

ELEMENTARY PHYSICS & CHEMISTRY.

1. Distinguish as clearly as you can between solids, liquids, and gases. Mention some solids that can easily be made into liquids, and some liquids that can be made into gases. How would you make the change?

2. Mention the common properties (*i.e.*, whether hard, combustible, soluble, crystalline, opaque, porous, or the reverse) of the following substances:—

Glass, lead, india-rubber, charcoal, chalk, salt, iron, leather, and ice.

3. What are crystals? Do all crystals require water for crystallisation? If not, mention some which do not. How would you make crystals of salt, sulphur, and sugar?

4. Draw along a page of your answer book a line as nearly as possible *six inches long*. Divide the line into inches, and divide one of the inches into ten equal parts.

Also draw a square whose area is *four square inches*.

5. What is the difference between the mass and the weight of a body. What is the cause of weight? Which is the heaviest a

pound of lead or a pound of cotton wool? Give reasons for your answer.

6. Describe a barometer and indicate its use.
 7. State clearly the principle of Archimedes. Explain carefully how you would determine the density of an irregular lump of stone.
 8. What is meant by temperature? Why is not your hand a good indicator of the temperature of any substance? What is the thermometer and why is it a good indicator?
 9. Sugar dissolves in water; marble dissolves in Hydrochloric (Muriatic) acid. Explain what you see happening in each case and how these actions differ from one another.
-

BOOK-KEEPING.

1. Explain the terms Debtor and Creditor as applied to Book-keeping. Give examples to illustrate your answer.
2. What is journalising? Journalise the following transaction.
(a) Smith returns to me a loan of Rs. 100 plus Rs. 5 Interest. (b) I pay Rs. 337 to Mr. King on account of Mr. Price by my cheque on the National Bank.
3. What is the object of a Trial Balance?
4. What are Nominal Accounts? Mention the chief, and state their purposes.
5. Explain Capital, Assets, Liabilities, Balance, Endorsement.
6. What are opening and closing entries? How are they obtained?
7. Journalise these transactions of W. Spencer; then post them. Balance and close the Ledger.

Assets. Cash Rs. 200, Bank Rs. 800, Brandy Rs. 150, Sherry Rs. 200, Port Rs. 120, Thomas Rs. 200.

Liabilities Due to Dixon Rs. 100.

- | | | |
|------|-----|---|
| A/c. | 1. | Sold to Gilbert sherry for cheque Rs. 80. |
| | 4. | Received cheque from Thomas Rs. 100 and endorsed it to Dixon. |
| | 7. | Sold brandy to Dixon Rs. 80. |
| | 10. | Received from Dixon cheque Rs. 80. |
| | 12. | Bought of Jones brandy, Rs. 200. Paid duty on it Rs. 30. |
| | 14. | Advanced for petty cash Rs. 15. |

19. Sold to Jones, brandy Rs. 80.
22. Paid into Bank Rs. 100.
23. Sold Port for cash Rs. 75.
24. Bought stationery by cheque Rs. 20.
30. Rent due Rs. 200. Rent paid Rs. 100.
Petty cash payments Rs. 10.
Port on hand Rs. 100.
Sherry on hand Rs. 160.
Brandy on hand Rs. 300.

8. Name the subsidiary books used in book-keeping when a waste book is not kept. Explain clearly the purpose of each.

POLITICAL ECONOMY.

1. What are the advantages of Organisation in Labour? Discuss the most important of them.
2. What are the factors of Production? Show the manner in which each factor enters into the production of a cloth-coat.
3. Show that in modern industrialism the employer generally undertakes the risks of production. Is there any compensation for these risks?
4. Enunciate and explain Ricardo's Law of Rent.
5. How do you account for the greatly varying amounts of remuneration obtained by a miner, a great musician, a doctor, and a brick-layer?
6. Account for the success which has attended the application of Co-operation to shop-keeping in large industrial centres. Why has it not prospered in connection with productive enterprises?
7. What qualities should a substance possess which is employed as a general medium of exchange?

ENTRANCE AND SCHOOL-FINAL EXAMINATIONS, 1906.

ENGLISH.—FIRST PAPER.

Section A.

1. Refer the following passages to their context and explain the portions underlined:—

(a) Two thousand three hundred years have sped since he braced himself to perish for his country's sake in that narrow, marshy coast road, under the brow of the wooded crags, with the sea by his side. Since that time how many hearts have glowed, how many arms have been nerved at

the remembrance of the Pass of Thermopylae, and the defeat
that was worth so much more than a victory!

(b) There was no bar to the door. Yes there was.
Catherine Douglas, worthy of her name, worthy of the
cognisance of the bleeding heart, thrust her arm through
the empty staples to gain for her sovereign a few moments
more for escape and safety! But though true as steel, the
brave arm was not as strong.

(c) "Good friend!" said Hal, and sighed the while,
"Farewell! and happy be;
But say no more if thou'dst be true,
That no one envies thee.
Thy mealy cap. is worth my crown,—
Thy mill, my kingdom's fee!
Such men as thou are England's boast,
O miller of the Dee!"

(d) "Let my obedience then excuse
My disobedience now,
Nor some reproof yourself refuse
From your aggrieved Bow-wow:
"If killing birds be such a crime
(Which I can hardly see),
What think you, Sir, of killing time,
With verse addressed to me?"

2. Write a short account of one of the following:—
George the Triller; Agostina of Zaragoza.
(The account not to take up more than two pages of the
answer-book.)

Section B.

1. Bring out clearly the meaning of each of the following:—

(a) A Golden Deed must be something more than
mere display of fearlessness.

- (b) "It is with iron, not gold, that Romans guard their country."
- (c) "Hail, Caesar, those about to die salute thee!"
- (d) "To thee the reed is as the oak."
- (e) Everything that heard him play,
Ev'n the billows of the sea,
Hung their heads and then lay by.

2. Relate the "Golden Deed" in connection with the Birkenhead.

(Your answer should not occupy more than one page.)

3. Write brief notes on the following:—Archbishop Fecleep; the Ghibellines; Abou Ben Adhem; Casabianca; the Monthyon "Prize of Virtue."

Section C.

1. Young Franklin was now to distinguish himself in a new character. The perusal of the works of others suggested to him the idea of trying his own talent at composition; and his first attempts in this way were a few pieces of poetry. Verse, it may be observed, is generally the earliest sort of composition attempted either by nations or individuals, and for the same reason in both cases—namely because *poetry has peculiar charms for the unripe understanding*. Franklin's poetical fit, however, did not last long. Having been induced by his brother to write two ballads, he was sent to sell them through the streets; and one of them, at least, being on a subject that had just made a good deal of noise in the place, sold, as he tells us, prodigiously. But his Father who, without much literary knowledge, was a man of a remarkably sound and vigorous understanding, soon brought down the rising vanity of the young poet, by pointing out to him the many faults of his performances, and convincing him what wretched stuff they really were. Having been told, too, that verse makers were generally beggars, with his characteristic prudence he determined to write no more ballads.

In the above passage explain the words and phrases italicized.

2. Higher, higher will we climb,
 Up the mount of glory,
 That our names may live through time,
 In our country's story ;
 Happy, when her welfare calls,
 He who conquers, he who falls.
 Deeper, deeper let us toil
 In the mines of knowledge ;
 Nature's wealth and Learning's spoil
 Win from School and College ;
 Delve we there for richer gems
 Than the stars of diadems.
 Onward, onward may we press
 Through the path of duty ;
 Virtue is true happiness,
 Excellence true beauty ;
 Minds are of celestial birth,
 Make we then a heaven of earth.

Explain the above passage, stanza by stanza.

ENGLISH.—SECOND PAPER.

Section D.

1. Define Nominative Absolute, Cognate Object, Case in Apposition, and Gerund, giving examples of each.
2. Parse the word (a) *But* and (b) *That*, in the following :
- (a) (1) There is no rose *but* has a thorn.
 (2) None *but* the brave deserve the fair.
 (3) Man wants *but* little here below.
 (4) We admit that Hawkins was a famous navigator. *But*—there is always a *but*—he was a robber.
- (b) (1) I must now go, *not that* I want to go, but I have an engagement.
 (2) Mark *but* my fall, and *that that* ruined me.
 (3) Rome shall perish—write *that* word
 In the blood that she has spilt.

(4) He said *that* he could not come to dinner.

3. Point out and explain the difference in each pair of the following sentences :—

(1) Shall I shut the door ?

May I shut the door ?

(2) He was seized by the police as he had attempted to run away.

He was seized by the police as he attempted to run away.

Section E.

4. Expand the following words and phrases in italics into clauses, and state the kind of each clause thus formed :—

(1) A bird *in hand* is worth two in the bush.

(2) *Beaten at one point* we made for another.

(3) *To reign* is worth ambition, though in hell.

(4) *To tell the truth*, I dislike him.

5. (a) Form Nouns from—

Break, sell, move, draw, dry.

(b) Form Adjectives from—

Grade, angle, land, vice, crime, line.

(c) Form Verbs from—

Clear, clean, right, glass, fruit, hand.

In each case construct a sentence shewing the use of the derived word.

6. Analyse in tabular form :—

When a horseman who had been sent to reconnoitre reported that the Greeks were amusing themselves outside the walls, Xerxes asked what this madness might mean.

Section F.

7. (a) Construct short sentences to show the correct use of—

Rather than; no sooner; all but; more or less; provided that; would that.

(b) Insert appropriate prepositions in the blanks in—
 (1) Religion and Membership may differ widely—
 each other.

- (2) You may rely—what I say.
 (3) We may confide—his honesty.

8. Parse the words in italics in the following :—
 (1) *The more it rains, the cooler it is.*
 (2) *I had but one-house, as you know; since then I have bought another.*
 (3) *They stood gazing where he sank.*
 (4) *It were best let alone.*

9. "How, boy!" said the Queen, "neither gold nor garment? what is it thou wouldest have of me then?"

"Only permission, Madam, to wear the cloak which did you this trifling service."

"Permission to wear thine own cloak thou silly boy?" asked the Queen.

"It is no longer mine," said Walter, "when your Majesty's foot touched it, it became a fit mantle for a prince."

Report the above conversation in the indirect form—

- (1) As the Queen would report it to one of the ladies of the Court;
 (2) As the boy would report it to a friend;
 (3) As a bystander would report it to the same friend.

URDU.—THIRD PAPER.

Section G.

Translate into English :—

(a) ایسی ہنسی اور مسخراپن کیسے کرنی فہ چاہئے
 گہ جسکا فریجہ بڑا ہو۔ کبھی کبھی ایسی حرکتوں سے بڑا
 نقصان پہنچ جاتا ہے بلکہ پر سخت چوت لگتی ہے اور کبھی
 جان تک نوبت آتی ہے۔ ولایت کے کسی بورڈنک ہوس میں
 ایک دلاور طالبعلم رہتا تھا۔ وہ بعوت پریت کی باقونپر
 کچھ یقین فہیں کرتا تھا۔ اوسکے ساتھیوں نے یہ صلاح کی کہ

اسکو ایکلدن بہوت سے ترانا چاہئے۔ انہوں نے اوس سے کہا کہ
دیکھو اس بیروت نگ دروس میں بہوتونکا بڑا گزبہ میجا ہے۔
ہمنے ایک بیروت کو اپنی آذکیوں سے دیکھا ہے۔ اوس طالبعلم
نے دنسسکر کہا کہ کیا پاگل ہو گئے ہو؟ بھلا بہوت بھی کوئی
چیز ہے؟ میں اپنی آذکیوں سے جب تک فہیں دیکھتا تبتک
اسپر یقین ذمیں گرتا۔ ان لوگوں نے کہا کہ یہاں آجکل اکثر
دکھائی گرتا ہے۔ اسکا کوئی علاج کرنا چاہئے۔ وہ بولا
علاج اور کیا میں آجسے اپنی پستول میں گولی بھر کر
رکھوں گا۔ کوئی شریر آدمی اگر آیسا کریگا تو مار جائیگا۔
ورنہ جان لونگا کہ بہوت سچ ہے۔ کچھہ دنوں کے بعد رات
کے وقت جب سب لوگ سو گئے قب صلاح کاروں میں سے ایک
شہنشاہ چھپا ب ارس دلارو طالبعلم کے کھرے کے اندر گھسن
گیا اور کالے کپڑوں سے ازسو تاپا اپنی تئیں لپیٹکر اوسکے
پلٹک کے پاس پہنچکر ایک گوشہ سے کچھہ آواز کی۔ اس
حربت کرنے کے قبل ہی سے اونٹے اوسکے پستول کی گولی
نکال لی قبیلی ॥

Section H.

وہ طالبعلم اس آواز سے جاگ اوپھا اور دیکھا کہ ایک
کالے روپ کوئی شخص کھڑا ہے۔ وہ چہلک اوپھا اور
پستول کو اپنی تکیہ کے نیچے سے نکال کر بولا کہ یہیکو جی
اگر تم بیروت نگ دروس کے کوئی ہو تو میری یہاں آمد ہے کہ
ہنسی اور مسخراپن چھوڑو ذہبیں تو تمہارا لامب ب زمین
پر گرتی ہی ہے۔ وہ شخص اسپر بھی آمد ہے بڑھتا ہی کیا۔
پستول کی آواز ہوئی گیکن! ش فہری گری اور اوس کا
شکل نے پستول کی گولی کو چھپا ب اوس پر پہنچنک دیا۔
جب پستول کا جلا ندا خالی گیا تم تو وہ طالبعلم مارے تر
کے بیہوش ہو گیا۔ بیروت کی شہریں بندیوالا آدمی قب زور

سے ہنس کر چل دیا اور کالے کپڑے اوپار کو جب کوتا تو کیا
دیکھتا ہے کہ اوس طالبعلم کی لاش اوسکے بستتوں پر پڑی
ہوئی ہے *

(b) غصہ اور عقل میں دشمنی ہے - غصہ ایک قسم کی
بڑی آندھی ہے - جب غصہ کی آندھی آتی ہے تو کسی کی
بات سنائی فہیں پوتی - اوس وقت جو چاہے کوئی کہے
سب بیکار ہوتا ہے - غصہ زہر ہے - کیونکہ اوسکے نشے میں
بھلے بڑے کا خیال فہیں رہتا - غصور آدمی ہو کسی پو
اور ہر ایک بات پر بلا وجہہ بغیر کھٹا ہوتا ہے - غصہ
انسان کے چہرے کو سرخ اور اوسکی آواز کو روکھا کر دیتا

* *

HINDI.—THIRD PAPER.

Section G.

1. Translate into English :—

(a) ऐसी हँसी और सखरापन किसी से करनी न
चाहिये जिस का नतीजा बुरा हो । कभी कभी ऐसी हँसी
और सखरापन से बड़ा लुकान पहुंच जाता है । कभी
शरीर पर सखरापन से बड़ा लगती है । और कभी जान तक की
नौबत आती है । विद्यार्थी के किसी बोर्डिङ हौस (छात्रावास)
में एक साहसी विद्यार्थी रहता था । वह भूतप्रेत की बातों
पर कुछ भी विश्वास नहीं करता था । उसके साथियों ने यह
सलाह की कि इस को एक दिन भूत से छुराना चाहिये ।
उन्होंने जाकर उससे कहा कि देखो इस छात्रावास में भूतों
का बड़ा उपद्रव भया है । हमने एक भूत को अपनी आँखों
से देखा है । उस विद्यार्थी ने हँस कर कहा क्या पागल हो
गये हो, भूत भी कोई चीज़ है । मैं अपनी आँखों से जब

तक नहीं देखता तब तक इस पर विश्वास नहीं करता । उन लोगों ने कहा कि यहां आजकल अवसर दिखाई पड़ता है । इसका कोई उपाय करना चाहिये । वह बोला उपाय और क्या । मैं अपनी पिस्तौल में गोली भर रखूँगा । कोई दुष्ट मनुष्य ऐसा करेगा तो अवश्य मारा जायगा । नहीं तो जानूँगा की भूत सच्च है । कुछ दिनों के बाद रात के बजे जब सब लोग सो गये तब सलाहकारों में से एक ग़ज़िल चुपचाप उस साहसी विद्यार्थी के कमरे में उम गया और काले कपड़ों से सिर से पैर तक देह को ढांक कर उसके पलङ्ग के पास पहुँच कर एक किनारे से कुछ शब्द किया । उसके यहले ही उसने पिस्तौल की गोली निकाल ली थी ॥

Section II.

वह विद्यार्थी इस शब्द से जाग उठा और देखा कि एक काला रूप का आदमी खड़ा है । वह धीक उठा और पिस्तौल को अपनी तकिये के नीचे से निकाल कर बोला देखो जी अगर तुम छात्रावास के कोई हो तो मेरी यह बिनती है कि हँसी और मस्खरापन छोड़ दो नहीं तो तुम्हारी लाश अब ज़मीन पर गिरती है । वह ग़ज़िल उम पर भी आगे बढ़ता ही गया । पिस्तौल की आवाज़ हुई पर लाश नहीं गिरी और उस काली शक्ल ने पिस्तौल की गोली चुपचाप उस पर फेक दिया । जब पिस्तौल का चलाना खाली गया तब तो विद्यार्थी मारे डर के देहोग हो गया । भूत का रूपधारी मनुष्य ज़ोर से हँस कर चल दिया । काले कपड़े उतार कर जब लौटा तो या देखता है कि उस विद्यार्थी की लाश उसके विस्तरे पर पड़ी हुई है ॥

(b) क्रोध और विवेक में शत्रुता है । क्रोध एक प्रकार की बड़ी आंधी है । जब क्रोध की आंधी आती है तब किसी की बात नहीं सुनाई पड़ती । उस समय चाहे कुछ भी कोई कहै सब उर्ध्व जाता है । क्रोध विष है क्योंकि उसके नशे में भले बुरे का ज्ञान नहीं रहता । क्रोधी हर एक बात पर और हर किसी पर बिना कारण बिगड़ खड़ा होता है । क्रोध मनुष्य के चेहरे को सुखे और उस की आवाज़ को रुखा कर देता है ॥

MATHEMATICS.—FIRST PAPER.

1. A merchant has three kinds of wine ; of the first kind 403 gallons, of the second 434 gallons, and of the third 465 gallons. What is the least number of full casks of equal size in which this can be stored without mixing ?
 2. Find the sum of money that is the same fraction of 5 crowns that Re. 1-8 as. is of Rs. 2-5 as. 4 p.
 3. A sum of money amounts in 10 years at $4\frac{1}{2}$ per cent simple interest to Rs. 2,972-8 as. In how many years will it amount to Rs. 4,356-4 as. ?
 4. Extract the square root of 15848361.
 5. Divide $2x^3y - 7xy^3 + x^4 - 4y^4$ by $x^3 - xy - y^2$.
 6. If the product of three successive odd or even integers be increased by four times the middle number, prove that the sum will be a perfect cube.
 7. Resolve $x^4 - 64$, and $x^3(y-z) + y^3(z-x) + z^3(x-y)$ into factors.
 8. Simplify :—
- $$\frac{1}{(1-a)(1-b)} + \frac{a^2}{(1-a)(b-a)} - \frac{b^2}{(b-1)(a-b)}$$
9. Solve :— $\frac{x-2a}{b+c-a} + \frac{x-2b}{c+a-b} + \frac{x}{a+b+c} = 3$.

$$(x-1)^2 + (x+4)^2 + (x-8)^2 = 267$$

10. If 11 be taken from a certain integer we get the square of a whole number; and if 24 be added to the same integer, we get the square of the next greater number. Find the integer.

11. If $a:b=c:d$ prove that $ab+cd$ is a mean proportional between a^2+c^2 and b^2+d^2 .

MATHEMATICS.—SECOND PAPER.

1. The sum of the distances of any point within a triangle from its angular points is less than the perimeter of the triangle.

2. (a) Describe a parallelogram that shall be equal to a given triangle, and have one of its angles equal to a given angle.

(b) Describe a rhombus equal to a given parallelogram and standing on the same base. When does this construction fail?

3. Divide a given straight line into parts, so that the rectangle contained by the whole and one part may be equal to the square on the other part.

4. (a) The diameter is the greatest chord in a circle.

(b) Through a given point within a circle draw the least possible chord.

5. (a) Inscribe a circle in a given square.

(b) Prove that a rhombus and a square are the only parallelograms in which a circle can be inscribed.

6. Given the vertical angle, perimeter, and altitude: construct the triangle.

7. If a man walk from corner to corner of a square enclosure in 11 minutes, find to the nearest second how long he would take to walk round it.

8. Find in square yards the area of a path 5 feet wide surrounding a lawn whose length is 25 yards and breadth 21 yards.

9. In a circle of radius 54 inches, the height of an arc is 3 inches, find the chord of half the arc.

10. Two equal circles each of radius 18 inches touch each other externally, and a common tangent (direct) is drawn to

them. Find the area of the space included between the circles and the tangent.

11. Draw the plan, and calculate the area in acres, rods and poles; of a field from the following notes.

Links.

	to B
1,000	
1,000	160 to D.
620	320 to C.
360	
A	90 N. E.

ARABIC.—FIRST PAPER.

1. Translate each of the following into English:—

(a) هذَا مَا كَانَ مِنْ أَمْرِهَا—وَأَمَا مَا كَانَ مِنْ سَيِّدِهَا فَعَمَّةٌ
فَإِنَّهُ أَقْبَلَ إِلَيْهِ دَارُهُ وَجَلَسَ عَلَيْهِ فِرَاشَهُ وَذَادَ بِيَ يَا كَعْمَ فَلِمْ قَبْجَبَهُ—
فَقَامَ مَسْرُعاً وَذَادَ بِي فَلِمْ يَدْخُلُ عَلَيْهِ أَهْدَى وَكُلُّ جَارِيَةٍ فِي الْبَيْتِ
أَخْتَغَتْ خَوْفًا مِنْ سَيِّدِهَا—فَخَرَجَ فَعَمَّةَ إِلَيْهِ وَالْأَدْنَى فَوَجَدَهَا
جَمَاسَةً وَيَدُهَا عَالِيَّ خَدَهَا—فَقَالَ لَهَا يَا أَمِي أَيْنَ نَعْمَ—فَقَاتَتْ
لَهُ يَا وَلَدِي مَعَ مَنْ هُوَ أَوْثَقُ مَنِي عَلَيْهَا وَهُوَ الْمَجْوَزُ الصَّالِحةُ—
فَإِنَّهَا خَرَجَتْ مَعَهَا لَهْزَ وَرَ الْفَقَرَاءَ وَقَهْوَدَ—فَقَالَ وَمَتَّيْ كَانَ
لَهَا عَادَةً بِذَالِكَ—وَفِي أَيِّ وَقْتٍ خَرَجَتْ—قَاتَتْ خَرَجَتْ
بِكُرْتَةِ النَّهَارِ—قَالَ وَكَيْفَ أَذْنَتْ لَهَا بِذَالِكَ—فَقَاتَتْ لَهُ يَا وَلَدِي
هُوَ الَّتِي اشَّارتَ عَلَيَّ بِذَالِكَ*

(b) وَيَحْبِبُنِي مِنْ أَلَا ذَكْلِيَّزِ خَلَالٍ—مَتَّهَا أَنَّهُ لَيْسَ عَنْدَهُمْ
فَضُولٌ وَتَكْلِيفٌ عَلَيَّ الْمَخْيَلِ فِيهِمْ—بَلْ وَلَا عَلَيَّ مِنْهُمْ مِنْهُمْ—
فَلَا يَزُورُونَهُ فِي خَيْرٍ وَقَتَ الْزَّيَارَةَ وَلَا يَسْتَعْبِرُونَ مِنْهُ وَلَا يَتَعَرَّ
ضُونَ لَهَا يَا تَبِيهَ—فَلَمَّا زَوَّأَهُ مَثْلًا مَضْطَبَجَهَا عَلَى قَارِعَةِ الطَّرِيقِ
كَمْ يَسْأَلُوا لَاهِي سَبِيبٍ تَفَهَّلَ ذَالِكَ—بَلْ وَبِهَا حَسِبُوا أَنَّهُمْ
بِلَادَهُ جَهَنَّمَ يَضْطَبِجُونَ مِثْلَهُ وَأَنْ فِي ذَالِكَ مَصْلَحةٌ لَهُمْ—

واذ اذارك احدهم ورأي عندي مثلا امرأة او فساع لهم يجهه
ان يسألوك عن سبب زيارتهم منها لا بد منه في بلادنا *

(٤) قال **الصحاباج** فاقرء شيئاً - فاستفتح - اعوذ بالله
من الشيطان الرجيم - بسم الله الرحمن الرحيم - اذا جاء نصر الله
والفتح ورأيت الناس يخرجون من دين الله افوجا - فقال
الصحاباج و يحيى - انه "يدخلون" فقال الغلام قد كانوا
يدخلون - واما اليوم فقد صاروا يخرجون - قال لهم ذاك؟
قال لسوء فعلك بهم - قال ويلك - و هل تعرف من تخاطب?
قال نعم - شيطان تقديرن **الصحاباج** - قال ويلك - ومن رباك?
قال الذي زرعك - قال فمن امرك? قال التي ولدتني - قال
فاين ولدت? قال في بعض الفلوات - قال فاين نشأت? قال
في بعض البراري *

2. Write out any one of the above extracts with diacritical marks very carefully, i.e., * (اعراب)

3. Explain the underlined phrases, as far as you can, in question 1.

4. Translate the following into English :—

اتاني ان هند احل صخر
دعت در کاو بشرط الهدودا
فإن تغادر بعزم حسين وليس
مع الشهداء محتسباً شهيداً
فانا قد قتلنا يوم بسده
ابا جيل و عتبة والوكيدا
و قتلنا سراة الناس طرا
و غنمتنا الولائد والعيادة
و شيبة قد قتلنا يوم ذا كرم
علي اذوابيه علقها جسيداً

فَبِمَوْعِدٍ مِّنْ جَهَنَّمِ شَرُودًا
عَلَيْهَا لَمْ يَجِدْ عَنْهَا مُنْجِيدًا

وَمَا سَبِيلَانِ مَنْ هُوَ فِي جَحَنَّمِ
يُكَوِّنُ شَرَابَهُ فِيهَا صَدِيقًا

وَمَنْ هُوَ فِي الْجَنَّاتِ يَذَرُ فِيهَا
عَلَيْهِ الْأَرْزَقُ مُخْتَبِطًا حَمِيمًا

5. Write out the allusions referred to in question 4.
 6. (a) Analyse the following:—

قَنَامْ عَيْنِكَ وَالْمَهْظَلُومُ مُنْتَبِهٌ

يَدُعُوكَ عَلَيْكَ وَعَيْنُ اللَّهِ لَمْ قَنَمْ

- (b) Write out singulars of the plurals and vice versa of
the following:—

سَبِيلَ - چارِیَةَ - يَدَ - عَجَوزَ - اسْرَأَةَ - نَسَاءَ - غَلَامَ -
پَرَارِیَ - فَلَوَاتَ - امْهَاتَ - فَقَوَاءَ - اسْبَابَ *

ARABIC.—SECOND PAPER.

1. Translate the following into English:—

A:

خرج شخص بصورة دراهم اللى السوق ليشتري حماراً -
فاستقبله رجل في الطريق وقال له اللى اين - قال آلى السوق
لاشتري حمار - قال قل ان شاء الله تجاهلي - فقال ليس هذا موضع
ان شاء الله - الدرادم في جيبي - والبحمار في السوق - فلها
وصل اللى السوق ضرب على جيبي لص (Thief) فأخذوا الصورة
(money bag) - فلها رجع اللى داره استقبله ذاتك الرجل -
فقال له من اين - قال من السوق ان شاء الله - وسرقت
درادمي ان شاء الله - ولم اشتري البهار ان شاء الله - وهذا
اما مفلس ان شاء الله - وعليك اللعنة ان شاء الله *

B

روي ان ملكا من البلوك ببني قصرا - و قال اذظروا من عاب منه شيئا فاصلحوه و اعادلوه - در هميين - فاقاتاه رجل فقال - ان في هذا القصر عبيدين - قال وما هما - قال يوموت الملك و يشرب القصر - قال صدقت - ثم اقبل علي نفسه و ترك الدنيا *

C

يقال ان عمر بن عبد العزيز كان ينظر ليلا في قصص الارعية في ضوء السراج - فجاء غلام له فتحده في معنوي سبب كان يتعلق ببيته - فقال له عمر - اطفأ السراج ثم حد ثدي لان هذا الدهن من بيت مال المسلمين - ولا يجوز استعمالها له الا في اشغال المسلمين *

D

سوق رجل صرفة من الدراديم و مضى حتى اتى الى المسجد فدخل يصلى - فقرأ الا مام - و ما تلك بيهينك يا موسى - و كان اسم الا عرابي موسى - فقال لاشك انك ساحر - ثم رمي الصرة و خرج هار با (fled away)

2. Translate the following into Arabic, giving vowel marks very carefully, to the Arabic words you write : -

- (1) I saw three men, four women, and six boys working in a field.
- (2) My examination time is very near.
- (3) We worship God five times in twenty-four hours.
- (4) We are good friends.
- (5) I love him for his virtue.
- (6) She walks out every morning.
- (7) Have they ever visited Mecca ?
- (8) I am here.
- (9) What a fine horseman you are ?
- (10) How many men are there in the house ?
- (11) He said so and so.

- (12) Paradise is at the feet of mothers.
- (13) I brought fourteen oranges نارنجی for three dirhams.
- (14) I must finish my work before sunset.
- (15) Bakar is the most learned of all his fellow citizens.
- (16) Zaid's eldest brother was killed in a battle in the year one thousand three hundred and fifty-four A. H.
- (17) I do not worship what you worship.
- (18) Do you not know that God sees us?
- (19) Our God is just.
- (20) He created the world in which we live.
- (21) He gave us eyes to see, hands to work, and feet to walk.
- (22) In India winter is more agreeable than summer and so in most parts of Arabia.

PERSIAN.—FIRST PAPER.

1. Translate the following into English :—

(a) سائے فرمان میان پیادگان هجایا افتاده بود و داعی در ان سفر هم پیاده بود انصاف در سر و روی هم افتادیم و داد فسوق و جدال دادیم - کجاواه فشینی زادیم که با عدیل خویش میگفت یا لمحه ب پیاده عاج عرصه شطوفی را بسرمی بود فرزین میشود یعنی به ازان میشود که بود و پیادگان حاج پادیه را بسر بردازد و بتراشدند *

(b) میغیرماید — خود را بین بزرگ زیان است — مردمان بے مایه را زنده نه شهریده — اگر خواهی که بیرفع تونگر پاشی پسند کار باش — هم او فرماید — مرگ بهتر از نیاز بجهنم خویش — و بگرسنگی مردن به که بنان فرومایگان سپر شدن — هر اندیشه که بتورست بوسیت پیهنان استوار میباش و بر استواران سستی منها *

(c) چون حقیقت پنهانهای پدرم هنوز بواقعی ظاهر فکشته و از بعضی تقصیرات و غلط بینی ها وارد فاشایسته که مرضی درگاه خالق و پسند خاطر خلاائق نبود سر زده خود

بخود شرمندَه و شرمیار بودند - و با آنکه در روز جلوس
تقصیرات همه را عفو نهوده با خود قرار داده بودم که باز
خواست امور گزشته نشود بنا بو تو همی در خاطر از پیشان
قرار گرفته بود امیر الامرا را حافظ و نگهدان خود میدانستم *

2. Write briefly in Persian what you know of the author
of the extract (c) in question 1.

3. Translate the following into English and explain the
allusions referred to :—

(a) دو پیکر خط بندگی داده بود
بخدمت کهر بسته استاده بود

بدولت جیاندار با هوش و رای
خدا بنده بود و خرد آزمای

نبود سرش پای بند غرور
سلیمان گران سر نباشد ببور

(b) این کهنه رباط را که عالم نام است
آرام گه ابلق صبح و شام است

بزمیست که واما زنده صد جهشید است
قصریست که تکیه کاه صد بهرام است

(c) چیزیکه رفت رفت مکن یاد او دگر
زیرا که تازه کردن غم کار عقل نیست

تا تقد روزگار ترا کم زیان شود
بگذر ازان که سود دراد بار عقل نیست

نه نه عقال عقل بیغفگن زپای دل
کاغبار غم کم است که ادبار عقل نیست

4. Give the force of گ in the 2nd line of question 3 part
(c), and state with examples in what other senses it can be
used.

5. Explain the following in English:—

عصاے کلیم اند بسیار خوار
پس انگه نهایند خود را نساز
نه پرهیزگارو نه داشتور اند
نه پس که دنیا بدین میخورد
عباے بلا لانه در تن کنند
به دخل حبس جامه زن کنند
فست نه بینی در ایشان اثر
مگر خواب پیشین و نان سحر

6. Explain in Persian as clearly as you can:—

یار مردان خدا باش که در کشتی فوح
هست خاکی که به آبی بخورد طوفان را
ماه کنجافی من مسند مصر آن توشد
وقت آنست که پدر ود کنی زنده را

7. Analyse according to Persian Grammar:—

گرافی که دشمنت گوید سر فوج
و گر فیستی گو برو باد سنج

8. Name the two kinds of *هز* and explain with examples how they differ in forming the plurals of nouns to which they are affixed.

PERSIAN.—SECOND PAPER.

1. Translation the following passages into English:—

(الف) امشب بد خوابیدم - بر خواستم - چراغ را روشن
کردم - مشغول کتابت شدم - بعد از ساعتی دو پازه خوابیدم
- صبح کسالت مانع شد بیرون روم - و قعا شب برای
آسائیدش است - جمیع حیوان و نبات از زحمت روز آسوده
شوند - قوای ابدان استقرار یا بد و متوجه زحمات روز

دیگر میشود - قیصر دوم در روز نامه ایام سلطنت خود می نویسد که روزی بحادث مختاد صبح از خواب بیدار شدم - گرمی آنها و قرمی بالش مافح از برخواستن من شد - خود بشود گفتم که بر خیز مگر تو برای استراحت دربستر خلق شد؟ که بیشتر از آنکه حفظ صفت را در خور است می خوابی .

(با) دزار از قافله متوجه شم به هدایت یکنفر بدرقه روی بر مقصد می رفتند - جماعتی از اهالی قافله را سودای تقدم بر سرافتاد - جمیعی از اهل قافله را غافل یافته میگویند اگر عرض از طی این طریق وصول به مقصد است از طریق که اقرب طرق باشد مسبوقم - اگر قابع من باشد قبل از همه شهر این نزل میرسانم - اشل قافله که از طی مسافت خسته شستند از هم متفرق شد دنبال آنچهارا میگیرند و بقافله سالاری آذیا قدم در بدواده می گزارند و در عقب بدرقه او کی نمیمانند مگر جمیع قلیلی که بسر نزل نجات میرسد و دیگر قوافل متفرق فرم در صحراء قفر قدم میزنند راه پیدا کنند یا نکنند *

2. Translate the following into Persian :—

(a) After some months that vessel reached an unknown island and cast anchor there. The sailors disembarked and were invited by the sovereign of the island to lunch with him. But when they sat down at the royal table, they saw that, it is impossible to eat as much as even one morsel in comfort, because the King's palace is full of mice and rats, which are so daring that they snatch the morsels from the guests' hands. Upon this one of the sailors brought the cat. It busied herself in the chase, after which not a single mouse dared to show its snout.

(b) If we possess not the power of self-government we shall be the prey of every loose inclination that chances to arise. Pampered by continual indulgence, all our passions will become mutinous and headstrong. Desire, not reason, will be the ruling principle of our conduct.

SANSKRIT.—FIRST PAPER.

1. Translate into English the following passages:—

(a) उपकारिणि विस्त्रबधे शुद्धमतौ यः समाचरति पापम् ।
तं जनसत्यसन्धं भगवति बसुधे कथं वहसि ॥

(b) अत्र देशे महत्याऽनाश्रृष्ट्या दुर्भिक्षं संजातम् । दुर्भिक्ष-
त्वाज्ञानो बुभुक्तापीडिताः कोऽपि बलिमात्रसपिन् प्रयच्छति ।
अपरं गृहे गृहे बुभुक्तिज्ञैर्विहङ्गानां बन्धनाय पाशाः
प्रगुणीकृताः सन्ति । अहमप्यायुश्चेषतया पाशेन बहुउद्गरि-
तोऽस्मि ॥

2. (a) Explain or expound the compounds (*i.e.*, give their
विमहवाक्य) underlined in the above extracts.

(b) What is the प्रकृति and प्रत्यय in उद्धरितः?

(c) Conjugate the root of सञ्जातम् and प्रयच्छति and the
root ह in the second preterite (लिङ्).

3. Translate any two of the following passages into
English or Hindi.

(a) केवलं व्यसनस्येरुं भेषजं नयपरिडितैः ।

सस्येच्छेदसमारम्भो विषादपरिवर्जनम् ॥

(b) आपदां कथितः पन्था इन्द्रियाणामसंयमः ।

तज्जयः सम्पदां भागो येनेष्टं तेन गम्यताम् ॥

(c) लुब्धमर्थेन गृहीयात् कुद्धमज्जलिकर्मणा ।

मूर्खं छन्दानुवत्तेन याथातथेन परिडितम् ॥

(d) भी भीः तपस्त्विन् धर्मीपदेशक आवयार्विवादो
वर्तते । तदुर्मशास्त्रद्वारेणास्माकं निर्णयं देहि । यो
हितवादी स ते भव्यइति ॥

4. (a) Parse the words underlined in the extracts under question III.

(b) State the rules of सन्धि पञ्चाइन्द्रियाणाम्, तज्जयः, भावयोर्विवादोवत्तें and भद्रय इति. How do you account for the loss of विसर्ग after स in the phrase सते while the *visarga* after स in the passage सोऽपि तं भक्षयित्वा तस्य परोक्षेऽन्यानपि भक्षयति is changed into उ?

(c) Conjugate the root बन्धु and यम् in the Present.

(d) Decline the base शश्पभुज्, in the nominative and accusative, कीर्त्तिः in the nominative, and इतर in the accusative.

5. Turn the following passages into Sanskrit prose using words different from the text and avoiding compound words as far as you can.

तां सत्यनामां दृढतोरणार्गलाम्
 गृहैर्विचिन्नैरूपशोभितां शिवाम् ।
 पुरीसयोध्यां नृसहस्रसङ्कुलाम्
 शशास वै शक्तसभो महीपतिः ॥
 नालपसन्निचयः कद्विदासीत्तस्तिन् पुरोत्तमे ।
 कुटुम्बी यो त्यसिहुआर्थोऽगवश्चाधनधान्यवान् ॥
 अपि भन्दत्वसापन्नो नष्टो वापीष्टदर्शनात् ।
 प्रायेण प्राणिनां भूयो दुःखावेगोऽधिको भवेत् ॥

SANSKRIT.—SECOND PAPER.

1. Translate into English the following passages :—

(a) इन्द्रुं विषं च ह्वाचपि शिवः स्त्रीकरोति । किंत्विन्द्रुं शिरोधारणपूर्वकं प्रशंसति विषं च स्वकरणे नियच्छति । एवं प्राज्ञो नरः क्रस्य चिन्नरस्य गुणं दोषसुभावपि गृह्णति । किन्तु

गुणं श्रीवान्दोलनपूर्वकं प्रलाघते दीषं तु स्वकरणे नियम्य
तत्त्वासमाप्तपि विलोपयति ॥

(b) पुरा किल पुलरवा नाम राजा बभूव । स उर्वशी
दैत्यहस्तान्सुमोच । ततः चित्ररथो राजानमेत्याह—‘महत्खलु
मधोनः प्रियमनुष्ठितं भवता । स भवन्तं द्रष्टुमिच्छति’ ।
ततो राजा ‘सखे नाथं अनावश्यः शतक्रतुं द्रष्टुम्’ इत्युक्ता
न यथौ ॥

(c) हा राम हा रमण हा जगदेकवीर
हा नाथ हा रघुपते किसुपेक्षसे मात् ।
इत्यं विदेहतत्त्वयाऽनुहुरालपन्ती-
मादाय राज्ञसपतिर्नभसा जगाम ॥

(d) न सा समा यत्र न सन्ति वृद्धाः
वृद्धाः न ते ये न वदन्ति धर्मसु ।
धर्मः स जो यत्र न-सत्यस्ति
सत्यं न लब्ध्यच्छलगच्छुप्रैति ॥

(e) अम वचस्तस्य हृदये हृष्टं पदं लेभे ॥

(f) पदं हि सर्वत्र गुणैर्निधीयते ॥

(g) शैत्यं हि यत्ता प्रकृतिर्जलस्य ॥

(h) न धर्मवृद्धेषु वयः समीक्षयते ॥

2. Translate into Sanskrit :—

(a) He obtained a fruit of his desires.

(b) Men commit misdeeds, though gods see them.

(c) I cannot bear to see even poor men disrespectfully treated.

(d) Good books are dearer to clever students, than fine clothes.

(e) Friends will swarm round a man by hundreds but in adversity they will leave him;

3. Compose three short sentences using in (a) the First Person—Plural—Present Tense (ज्ञाते) from the root ज्ञा ; in (b) the Dative—Singular form of the word असमद् ; and in (c) the Second Person—Dual—First Preterite (लड़े) from of the root लृश् ॥

HISTORY.

1. Explain the following terms :—
Domesday Book, Crusades, Presbyterians, Parliament.
 2. Give in their chronological order the names of the An-gevin kings and the dates of their accession. Why are they so called ?
 3. Write concise notices of the following, and give dates :—
The Roman Conquest, The Discovery of America, The Restora-tion, The Revolution.
 4. State what you know of the Union of England with Scotland. Give dates.
 5. Give some account of the English colonies in America in the time of George II. How were they founded and when were they lost to England ?
 6. When and where was Gautama Buddha born, and when and where did he die ? What were the doctrines which he taught ?
 7. Name the victorious and the defeated sides in each of the following battles, with dates :—Fatehpur Sikri, Jhelum, Swally, Kurdla, Talikot, Porto Novo.
 8. Write a short history of Sher Shah and an estimate of his administration.
 9. What were the provisions of the Regulating Act and Pitt's India Bill respectively ?
 10. Who were the Amirs of Sindh, and when do we first hear of them ? Relate the circumstances attendant upon the annexa-tion of their country.
-

GEOGRAPHY.

N.B.—Candidates are advised not to omit Question 6.

1. (a) Which of nature's great forces help to form soil ?
(b) Explain the nature of tides, monsoons and climate.
(c) Your text-book states that the snow-line on the north side of the Himalayas is about 3,000 feet higher than it is on the south side : what is the cause of this ?

2. What is meant by the term "the communications of a country?" Show how the progress of a country is affected by its communications. Give examples.

3. What are the main natural divisions of South America? In what striking respect is its relief different from that of North America and Africa?

4. (a) What countries of the world are inhabited by the following people:—Berbers, Magyars, Eskimos, Maories, Hottentots and Singhalese?

(b) Explain the following, giving in each case one good example.

i. An Absolute Monarchy.

ii. A Limited Monarchy.

iii. A Republic.

5. (a) In what parts of India are the following product principally found:—

raw cotton, raw jute, tea, rice, wheat, opium, salt and coal?

(b) Of late years the resources of India have increased considerably; this means an increase of revenue. On what does the Government spend this revenue?

6. Draw a map of England and Wales taking care to insert:

(1) The principle ports.

(2) The chief towns of the cotton and woollen districts.

(3) The important mountains.

7. (a) Give a brief account of the Transvaal Colony.

(b) Name the chief rivers of Africa together with their sources and the seas into which they empty themselves.

8. What do you know of:—

The Great Carrier Reef. Kiel, Lhasa, Victoria Nyanza, St. Gothard, Sirocco, Madagascar, Manchuria, Yemen, Polders, Tokyo and Saskatchewan?

GEOMETRICAL DRAWING.

Time allowed—2 hours.

Note—Scales and figures to be neatly inked in; all construction lines to be left in pencil.

1.—Draw a scale to measure distances of from 1 foot to 50 feet, and to show inches by the diagonal method. Draw a

line and set off on it from the scale a distance of 42 feet 7 inches. Representative fraction $\frac{1}{15}$

2.—From a point P outside a circle of $1\frac{1}{4}$ -inch radius draw two tangents containing an angle of 30° .

3.—Mark three points not in a straight line. Find a point equidistant from each of them.

4.—The centres of two circles, radii $\frac{7}{4}$ -inch and $\frac{1}{2}$ -inch respectively, are $1\frac{1}{2}$ inches apart. Find a point K in the circumference of the larger circle 2 inches from the centre of the other. Describe a circle to pass through K and to touch and enclose both circles.

5.—Draw a circle of $1\frac{1}{2}$ -inch radius. In it place an octagon and about it a nonagon.

6.—Draw a straight line $2\frac{1}{2}$ -inches long, and describe a quadrant of a circle touching the line at one extremity.

ELEMENTARY PHYSICS AND CHEMISTRY.

1. Explain clearly the difference between the mass and weight of a body. Can the mass or weight of a given body ever change? Describe the different kinds of balance you know, explaining the principle of working in each case.

2. If a boy whose mass is 60 lb sits on one side of a balanced see-saw at a distance of 8 feet from the log upon which it rests, how far from the log must a boy whose mass is 120 lbs. sit in order to keep the see-saw level?

3. Define Density. Describe in detail how you would determine accurately the density of a liquid like mercury.

A solid weighs 150 grammes in air and 120 grammes in water. Find out its (1) volume and (2) density.

4. Describe some simple experiments to shew the pressure of the air in various directions and indicate how this pressure can be measured.

5. If the column of mercury (density 13·6) stands 30 inches in the barometer, calculate the height at which glycerine (density 1·26) will stand.

6. When salt is put into water, it disappears; in what different ways can you shew that the salt is not really destroyed? Describe fully what happens when copper is put into nitric acid and the liquid evaporated.

Explain clearly in what respects the above two cases differ from and agree with one another.

7. What are crystals and how are they generally made? Describe how you would make crystals of alum, salt, and sulphur, and also the form and colour of the crystals. What happens when these crystals are heated?

8. Describe the general effects observed on heating a body.

9. Heat is applied steadily to a quantity of ice; describe in detail the successive changes you notice. Is there any difference in the behaviour of ice and sulphur in this respect?

BOOK-KEEPING.

1. Classify accounts, and give a few examples falling under your classification.

2. What is meant by opening an Account? What is a Debtor Balance?

3. Why is a Profit and Loss account necessary?

4. What is the difference between a Promissory Note and a Draft? How are they used in the discharge of liabilities?

5. State clearly the difference between a Bill Receivable and a Bill Payable.

6. Journalise and Post the following. Balance and close the Ledger.

- | | | |
|------|-----|---|
| Oct. | 1. | Cash on hand 410. In Bank 3,000. Goods on hand 5,000. Bills Receivable on hand 2,340. Due to Johnson 3,250, due to Jackson 1,500. |
| " | 3. | Sold goods to Johnson 1,200 and received P/N for the amount. |
| " | 5. | B. R. for 900 paid at Bank. |
| " | 7. | Bo't goods from Jackson 500 and endorsed to him B. R. for 1,000. |
| " | 10. | Sold goods to Bennett 1,300 and drew on him @ 2 M. D. in favour of Johnson for the amount. |
| " | 12. | Bo't goods from Kay 470 and endorsed to him B. R. 440, the balance being discount. |
| " | 15. | Paid sundries 50. |
| " | 18. | Sold goods for a cheque 800. |

- Oct. 22. Discounted Johnson's P/N receiving Cash 1,170.
 " 25. Sold goods to Kay for 1,100.
 " 28. Benson's acceptance for 1,000 remitted by Kay in part payment.
 " 30. Rent paid by cheque 200.
 Allow Int. on Capital @ 6 %.
 Value goods on hand @ 1850.
-

POLITICAL ECONOMY.

1. What are the Economic advantages of Foreign Trade? Show that the Home Country and the Foreign Country both benefit by an exchange of Commodities.
 2. What is rent? Mention some of the causes of variations in rents.
 3. Discuss the effect of a rise in prices on :—
 (a) Producers, (b) Producers, (c) Non-Productions.
 4. Explain Value. Illustrate your answer by a consideration of the relative values of a loaf of bread, a hat, and a diamond ring.
 5. Exhibit the fallacy underlying "The Standard of Comfort" Theory with regard to the wages of the employed.
 6. Under what circumstances might there be a high rate of interest on borrowed capital, even when the risk is not very great?
 Can an increased demand for capital be accompanied by a lowering of the rate of interest?
 7. Briefly describe the four chief functions of Bankers.
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ENTRANCE AND SCHOOL-FINAL EXAMINATIONS, 1907.

ENGLISH.—FIRST PAPER.

(Write the answers to the different sections in separate answer-books.)

A.

1. In the following passages explain the portions italicised :—
 (a) There is *a courage that breaks out in bravado*, the exuberance of high spirits, delighting in defying peril for its own sake, not indeed producing deeds which deserve to be called golden, but which, from their *heedless grace*, their desperation, and absence of all base motives—except perhaps vanity—have an undeniable charm about them, even when we doubt the right of *exposing a life in mere gaiety of heart*.

(b) Long, long was the line of chained Gauls of every tribe, before the four white horses appeared, all abreast drawing the gilded car, in which stood a slight form in a purple robe, with the bald head and narrow temples encircled with a wreath of bay, the thin cheeks tinted with vermillion, *the eager aquiline face and narrow lips gravely composed to Roman dignity*, and the quick eye searching out what impression the display was making on the people. Over his head a slave held a golden crown, but whispered, "Remember that thou too art a man." And in following that old custom, how little did the victor know that, bay-crowned like himself, there followed close behind, in one of the chariots of the officers, *the man whose dagger-thrust would, two years later, be answered by his dying word of reproach?*

(c) Thou'rt gone—the abyss of heaven

*Hath swallow'd up thy form—yet on my heart
Deeply hath sunk the lesson thou hast given,
And shall not soon depart.
He, who from zone to zone
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone,
Will lead my steps aright.*

(d) E'en such is man, whose borrow'd light
Is straight call'd in and paid to-night
The wind blows out, the bubble dies ;
The Spring entomb'd in Autumn lies ;
The dew dries up, *the star is shot,*
The flight is past :—and man forgot.

2. Write short accounts of the following :—Regulus ;
Sir Thomas More's daughter.

(Each account not to exceed a page of the answer-book).

B.

3. Explain clearly each of the following :—

- (a) An exile from home, splendour dazzles in vain.
Oh ! Give me my lowly thatch'd cottage again ?
- (b) Thanks, gentle swain, for all my woes,
And thanks for this effectual close,

And cure of every ill !
 More cruelty could none express ;
 And I, if you had shown me less,
 Had been your prisoner still.

- (c) "Good friend," said Hal, and sighed the while,
 "Farewell ! and happy be ;
 But say no more if thou'dst be true,
 That no one envies thee.
 Thy mealy cap is worth my crown,—
 Thy mill, my kingdom's fee ;
 Such men as thou are England's boast,
 O Miller of the Dee !"

(d) "Every man for himself," is the most fatal of all policies, even were self-preservation the primary object.

4. Relate the "Golden Deed" in the poem "Casabianca."
 (Your answer not to exceed two pages).

C.

1. Explain in your own words the meaning of the second stanza below :—

Stern Daughter of the voice of God !
 O Duty ! if that name thou love,
 Who art a light to guide, a rod.
 To check the erring, and reprove ;
 Thou who art victory and law
 When empty terrors overawe ;
 From vain temptations dost set free,
 And calm'st the weary strife of frail humanity !
 There are who ask not if thine eye
 Be on them ; who in love and truth,
 Where no misgiving is, rely
 Upon the genial sense of youth :
 Glad hearts ! without reproach or blot,
 Who do thy work, and know it not :
 Long may the kindly impulse last !
 But thou, if they should totter, teach them to stand fast.

2. Explain the italicised parts in the following passage :—

The mythic element cannot be eliminated out of history. Men who play leading parts on the world's stage gather about them the admiration of friends and the animosity of disappointed rivals or political enemies. *The atmosphere becomes charged with legends of what they have said or done*—some inventions, some distortions of facts, but rarely or never accurate. Their outward acts, being public, cannot be absolutely misstated; *their motives, being known only to themselves, are an open field for imagination*; and as the disposition to believe evil rather than good, the portraits drawn may vary indefinitely, according to the sympathies of the describer but are seldom too favourable. The more distinguished a man is the more he is talked about. Stories are current about him in his own life-time, guaranteed apparently by the highest authorities; related, insisted upon; time, place, and circumstance accurately given—most of them mere malicious lies; yet, if written down, to reappear in memoirs a hundred years hence, they are likely to pass for authentic, or at least probable.

ENGLISH.—SECOND PAPER.

(Write the answer to the different sections in separate answer-books.)

D.

1. Write short grammatical notes on the italicised words and phrases in the following sentences :—

- (a) Who do you think I am ?
- (b) Whom do you think me to be ?
- (c) Either you or I am wrong.
- (d) Whether is the lark or the thrush the sweeter singer.
- (e) He has been engaged in this office for the last six months.
- (f) Three month's salary was paid.
- (g) Johnson's "Lives of the Poets" is being reprinted.
- (h) That is one of the best books that have ever been written.

- (i) Rama and not you *is* to blame.
 (j) Spenser as well as Shakespeare *was* a great Elizabethan poet.
2. Parse the words underlined in the following sentence :—
- (1) To learn to take interest in what is evil is always mischievous.
 - (2) Till the young and ardent learn absolutely to look upon danger as an occasion for evincing the highest qualities.
 - (3) Therefore it is that we are struck by hearing of the exposure of life to the utmost peril.
 - (4) Daring for the sake of plunder has been found in every robber.
 - (5) I have done that which it was my duty to do.
 - (6) E'en heroes of immortal sire
And mortal mother born expire.
 - (7) Polynices had been wandering through Greece seeking aid to recover his rights.
3. Parse the words underlined in the following sentences :—
- (1) It was a saying on the coast, that it was worth while to be wrecked.
 - (2) The while our Ahmad lies asleep.
 - (3) He watches for us while we sleep.
 - (4) Yet she was full of the warmest sympathy.
 - (5) He knew full well what the result would be.
- And analyse in tabular form :—
He knew full well what the result would be.
- E.
4. Construct sentences using :—
- (a) *charm* (1) as a noun, (2) as a verb.
 - (b) *like* (1) as an adjective, (2) as a preposition, (3) as a verb.
 - (c) *as* (1) as a conjunction, (2) as a relative pronoun, (3) as an adverb.

- (d) *trifle* (1) as a noun, (2) as a verb.
- (e) *that* (1) as an adjective, (2) as a conjunction, (3) as a relative pronoun, (4) as a demonstrative pronoun.
- (f) *before* (1) as a preposition, (2) as a conjunction.

5. (1) Form verbs from :—

- (a) the following *nouns* : cloth, glass, captive, author, force, dew.
- (b) the following *adjectives* : bright, equal, able, calm.

(2) Form adjectives from :—

- (a) the following *nouns* : pride, heat, wit, health, peace, gold, passion.
- (b) the following *verbs* : act, please, hate.

6. Analyse in tabular form :—

And when half-drowned sailors were brought ashore, she remained to give care and directions for their treatment, or took them to her own home, where there were so welcomed that it was a saying on the coast that it was worth while to be wrecked to be received by Miss Gurney.

F.

7. Rewrite the following passage, in prose order, changing the direct form of speech into the indirect form :—

Exceeding peace had made Ben Adhem bold,
And to the Presence in the room he said,
“What writest thou”? —The vision raised its head,
And with a look made of all sweet accord
Answered, “The names of those who love the Lord.”
“And is mine one”? said Abou. “Nay, not so,”
Replied the angel. Abou spoke more low,
But cheerly still, and said “I pray thee then,
Write me as one that loves his fellow-men.”

8. (1) Parse *but* in the following sentences :—

- (a) Whence all *but* he had fled,
- (b) And *but* the booming shots replied.
- (c) And shouted *but* once more aloud.
- (d) *But* the noblest thing which perished there was that young faithful heart.

(e) Unshrinking obedience, heeding but the one matter in hand, is the rule.

(f) No rest but death for horse or man.

(g) It is plain that you are but young.

(2) Explain the meanings of the following words, showing the force of the suffixes used :—

faithful, kingdom, lifeless, lifelike, healthy, manly, childish, peaceable, handsome, headlong, brawdren, sparkle.

THIRD PAPER.

ENGLISH COMPOSITION.

"The heights by great men reached and kept
Were not attained by sudden flight."

URDU.

(N.B.—Write the answers to the different sections in separate answer-books.)

Translate into English :—

G.

کسی جنگل میں ایک ندی سے تھوڑے دور پر دو سپاہی یکجا بیٹھے تھے۔ اُنہوں نے دیکھا کہ جنگل سے بھیرتے کے تین بیچے ایک لڑکے کے ساتھ نکلے اور ندی میں پانی پینے گئے۔ جب وے پانی پینکر لوئے قب سپاہیوں نے اونپر دھاوا کیا۔ وہیں پاس ہی اونکی ماند تھی اوسیکے طرف وہ چارو بھگے۔ سپاہیوں نے اونکا پیچھا کیا۔ بھیرتے کے بھے تو نکل گئے۔ پو لڑکا ماند تک نہ پہونچسکا۔ بیچھے ہی میں ایک سپاہی نے اوسکی پیچھی تانگ پکڑ کر اوسے پیچھے کھینچ لیا۔ اونسے بڑے غصہ میں آکر سپاہیوں پر چوت کیا اور اونکو کٹی جگہ پر کات کیا۔ بڑی مشکل سے اونہوں نے اوسکو کسی طرح گرفتار کیا۔ اوسے دھر لائے۔ کچھ دنوں تک سوائے کچھ گوشت کے اور کچھ بھی اوسے کھلا فہ سکے۔ اُس

لڑکے کو کوئی چھہ بوس پہلے کوئی بھیڑ بیا اوتھا لیکیا تھا۔ جب اوسکی مان نے لڑکے کے پکر جانیکی خبر پائی قب وہ وہاں گئی اور اونٹم اوسے پہنچان لیا۔ وہ اوسکو اپنے گھر لے آئی۔ گو ماں نے بہت کوشش کی لیکن وہ اپنے منہ سے ایک لفظ بھی نہ بولسکا۔ تھوڑے دنوں میں اونٹے روئی کھانا سینکھا پر رات کو جنگل میں چلا جایا کرتا تھا۔ اوسکو کہا گوشہ بنسپت پکے ہوئے کے زیادہ پسند تھا۔ یہاں تک کہ اگر کوئی گائے یا بیل سر جاتا اور اوسکا چھڑا کھینچ لیتے کے بعد اوسکا بدن پڑا رہ جاتا تو وہ فوراً وہاں پہنچتا اور کتوںکی طرح اوسے کھاتا۔

H.

صحراء افریقہ اس زمانہ میں مخصوص وقتیلا ہے۔ سینکڑوں کوس نہ کہیں پافی کا ذام ہے اور نہ کوئی درخت ہے۔ آج تک کوئی آدمی اس صحراء کے پار نہیں جاسکا تھا۔ مگر حال میں ایک فرانسیسی مسافر نے اوسکو پار کر لیا۔ وہ لکھتا ہے کہ کسی زمانہ میں یہاں صحراء خوب ہی ہوا بھرا تھا اور اچھی طرح بسا ہوا تھا۔ اوسے وہاں بہت سی قبریں ملیں۔ پتھروں پر جانوروں اور پرندوں اور آدمیوں وغیرہ کی کھدائی ہوئی تصویریں ملیں۔ آتا پیسٹے کے چکیوں کے پتھروں ملے۔ اور بہتیوں قسم کے ہتھیار اور اوزار ملے۔ اس فرانسیسی مسافر نے ان بادوں سے ثابت کیا ہے کہ اس صحراء میں کسی زمانہ میں کروڑوں آدمی بستے تھے اور کھیتی باری وغیرہ کر کے خوشی سے اپنی زندگی بسرو کرتے تھے۔ مگر جیوں جیوں پافی کم برستا گیا۔ قیوں قیوں آدمی اس ملک کو چھوڑتے گئے۔ اور اب ایسا زمانہ ہے کہ وہاں آدمی کیا کھاں پھوس تک کا ہونا ذام ہے۔

HINDI.

(N.B.—Write the answers to the different sections in answer-book)

Translate into English :—

G.

किसी जंगल में एक नदी से घोड़े दूर पर दो सिपाही एक जगह बैठे थे। उन्होंने देखा कि जंगल से भेड़ियों के तीन बच्चे एक लड़के के साथ निकले और नदी में पानी पीने गये। जब वे पानी पीकर लौटे तब सिपाहियोंने उन पर धावा किया। वहाँ पास ही उनकी नांद थी। उनीं के तरफ वे चारों भागे। सिपाहियोंने उनका पीछा किया। भेड़ियों के बच्चे तो निकल गये पर लड़का नांद तक न पहुंच सका। बीच ही में एक सिपाही ने उसकी पिछली टांगे पकड़ कर उसे पीछे खींच लिया। उनने वहे कोध ने आकर सिपाहियों पर चोट किया और उनको कई जगह पर काट खाया। बड़ी सुशिक्ल से उन्होंने उत्ते किसी तरह पकड़ा। और उसे धर लाये। कुछ दिनों तक सिवा कच्चे नांन के और कुछ भी उसे न खिला नके, इस लड़के को किार्ड द्विम परिसे भेड़िया उठा ले गया था। जब उनकी नाने लड़के के पकड़ जाने की स्वर पाई। तब वह वहाँ गई और उसने उसे पहचान लिया। वह उसको अपने घर लाई। यद्यपि नाने बहुत कोशिश की पर वह लड़का अपने नृम्ब से एक शब्द भी न बोल सका। योड़े दिनों में उसने रोटी खाना नीरा। पर रात को जंगल में चला जाया करता था। उसे कहा गांम पक्के की अपेक्षा अधिक पसन्द था। यहाँ तक कि यदि कोई गाय या बैल मर जाता और उसका चमड़ा खींच लिये जाने

पर लाश पड़ी रह जाती तो वह वहाँ फौरन पहुंचता और कुत्तों की तरह उसे खाने लगता ॥

आफ्रिका की महाभूमि इस समय बालुकामय है। तैकड़ों कोस न कहीं पानी का नाम है न बनस्पति का। आजतक कोई आदमी इस महात्यल के पार नहीं जा सका था। पर हाल में एक फ्रांसीसी मुसाफिर ने उसको पार कर लिया। वह लिखता है कि किसी समय आफ्रिका का यह सहारा खूब ही हरा भरा था, और अच्छी तरह बसा हुआ था। उसे वहाँ बहुत सी कबरें मिली। पत्थरों पर पशुओं पक्षियों और आदमियों आदि की खुदी हुई तत्त्वबीरें मिलीं। आटा पीसने की चक्कियों के पत्थर मिले और बहुत प्रकार के अल्ल शख्त और शैजार मिले। इस फ्रांसीसी मुसाफिर ने इन बातों से साबित किया है कि इस महात्यल में किसी समय करोड़ों आदमी बसते थे। और कृषि आदि करके आनन्द से अपना जीवन निर्वाह करते थे। पर जैसे २ पानी कम बरसता गया मनुष्य इस प्रदेश को छोड़ते गये। और अब ऐसा समय है कि वहाँ आदमी क्या घास फूस तक का होना असम्भव है ॥

MATHEMATICS.—FIRST PAPER. ARITHMETIC AND ALGEBRA.

1. Is 823 a prime number? Why is it unnecessary to try factors above 23 in answering the question?
2. Show that to 3 Figures $\pi = \frac{22}{7}$ and that to 5 figures $\pi = \frac{355}{113}$ where $\pi = 3.14159265$.
3. Find the quotient of 6893.7825 by 72.6328 correct to four figures.
4. Find to three decimal places the square root of 5.
5. Show that $(a^2 + b^2)(c^2 + d^2)(ac + bd)^2 + (ad - bc)^2$.

6. Simplify

$$\frac{a^2}{(a-b)(a-c)} \times \frac{b^2}{(b-c)(b-a)} \times \frac{c^2}{(c-a)(c-b)}$$

7. Resolve into factors $x^6 - y^6$.

8. Solve $\frac{x-1}{2} - \frac{x-3}{4} + \frac{x-5}{6} = 4$.

9. Solve $\frac{x+y}{8} + \frac{x-y}{6} = 5$. $\frac{x+y}{4} - \frac{x-y}{3} = 10$.

10. A can do half as much work as B; B can do half as much as C, and together they can complete a piece of work in 42 days: in what time could each alone complete the work?

MATHEMATICS.—SECOND PAPER.

GEOMETRY AND MENSURATION.

1. (a) Prove that the interior angles of a Polygon of n sides are together equal to $2(n-2)$ right angles.

(b) Can any regular Polygon have each of its interior angles (i) 156° , (ii) 158° , (iii) 160° ?

2. (a) In a right angled triangle the square on the hypotenuse is equal to the sum of the squares on the sides containing the right angle.

(b) Construct a square whose area is three times a given square.

3. (a) Prove the theorem "If a straight line is divided equally and also unequally, the rectangle contained by the unequal parts, and the square on the line between the points of section are together equal to the square on half the line": and

(b) Write down the corresponding algebraical identity.

4. ABC is a triangle obtuse angled at C , and AD is drawn perpendicular to BC produced. If $AB=9$, $BC=5$, $CA=6$, find CD .

5. (a) Prove that the straight line drawn at right angles to the diameter of a circle at one of its extremities is a tangent to the circle.

(b) Describe a circle which shall pass through a given point and touch a given straight line at a given point.

6. (a) Prove that the angle in a semi-circle is a right angle.

(b) Through a fixed point P a straight line is drawn to meet a circle in R and S . Find the locus of the middle point of RS .

7. Prove that through three points not in the same straight line, one, and only one, circle can be drawn.

8. The sides of a triangle are 132, 125 and 37 feet respectively : find the perpendicular distance of its longest side from the opposite vertex.

9. A circular running track is 6 yards wide, and 130 yards in inside diameter. Find the area of the track and the length of a lap at a distance of one yard from the inner edge, ($\pi = \frac{22}{7}$).

10. Draw a plan and find the area of a field from the following notes.

	Yards	
To $\odot B$		
250		98 to F
To D 64	155	
To C 86	77	
	\odot	
From $\odot A$		48 to E

ARABIC.—FIRST PAPER.

1. Translate the following into English :—

فِيَهَا سُبْعَ الْخَلِيلَةَ مِنْ قَعْدَهُ الْأَبِيَّاتِ قَالَ وَاللَّهِ طَيِّبٌ -
وَاللَّهِ سَلِيمٌ - لَمَّا هَرَكَ دُرْكَ يَسَّارَ قَعْدَهُ - مَا أَفْصَحَ لَسَانِكَ وَمَا
أَوْضَحَ بَيْانِكَ - وَلَمْ يَزَالُوا فِي فَرَحٍ وَسُرُورٍ إِلَيْهِ نُصْفُ الْلَّيْلِ -
قَمَ قَالَتْ أَخْتُ الْخَلِيلَةَ أَسْبَعَ يَا أَمِيرَ الْمُؤْمِنِينَ إِذِ رَأَيْتَ
حَكَايَةَ فِي الْكِتَابِ عَنْ بَعْضِ أَرْبَابِ الْمَرَاقِبِ - قَالَ الْخَلِيلَةَ وَمَا
ذَلِكَ الْحَكَايَةُ؟ فَقَالَتْ كَمْ أَخْتَهُ أَسْبَعَ يَا أَمِيرَ الْمُؤْمِنِينَ أَفَهُ
كَانَ بِمَدِينَةِ الْكُوفَةِ صَبَّيَ يَسْهَى فَجَهَةَ بَنِ الرَّبِيعِ وَكَانَ لَهُ

جاریة يحبها و تهبه و كافت قد تربت معه في فراش واحد
 فلهمـا بلغا و تهـمـا من بعضـها رماـهمـا الـدهـر بـنـكـاـيـتهـ
 و جـارـ عـلـيـهـمـا الـزـمـانـ بـأـفـاتـهـ و حـكـمـ عـلـيـهـمـا بـالـفـرـاقـ وـ
 تـحـيـلـتـ عـلـيـهـمـا الـوـشـاشـةـ حتـىـ خـرـجـتـ مـنـ دـارـهـ وـ اـخـدـوـهـاـ
 سـرـقـةـ مـنـ مـكـافـهـ

2. Explain the usages of the following expressions:—

- (a) سـبـحاـ وـ طـاعـةـ
- (b) اللهـ دـرـ
- (c) عـلـيـ رـغـمـ العـدـيـ
- (d) سـبـحانـ اللهـ
- (e) قـسـوـعـ بـالـهـيـديـ خـيـرـ مـنـ أـنـ قـرـاءـ
- (f) مـذـاسـكـ الـعـجـعـ وـ الشـجـ

3. Translate the following into English:—

من لـكـ بـالـسـلاـمـةـ	فقـائـلـ الـحـمـامـةـ
بـئـسـ الـقـرـيبـ الـخـرقـ	فـعـمـ الرـفـيقـ الرـفـقـ
الـبـهـكـرـ اـدـفـيـ خـلـمـةـ	الـعـجـبـ بـئـسـ الـخـلـةـ
الـبـجـوـدـ سـتـرـ صـالـحـ	الـبـخـلـ عـيـبـ فـاضـحـ
خـيـرـ الـخـلـالـ الـادـبـ	شـرـ الـهـقـالـ الـكـذـبـ
الـبـجـوـدـ خـيـرـ سـنـهـ	الـصـمـتـ اوـفـيـ جـنـهـ
الـعـجـبـ دـاءـ قـاتـلـ	الـعـقـلـ قـاضـ عـادـلـ
الـرـأـيـ نـعـمـ الـقـاضـيـ	الـصـبـرـ سـيـفـ مـاـضـ
الـشـيـبـ مـوتـ اـذـاتـيـ	الـجـهـلـ شـيـنـ لـاـغـتـيـ

4. Re-write the following with diacritical marks carefully set, and mention the allusions referred to:—

ابـالـهـبـ تـبـتـ يـداـكـ اـبـالـهـبـ
 وـصـخـرـةـ بـثـمـتـ الـحـرـبـ حـمـالـةـ الـخـطـبـ

خـذـلـتـ فـدـيـ اللهـ قـاطـحـ رـحـمـهـ
 فـكـفـتـ كـهـنـ بـأـعـ الـسـلاـمـةـ بـالـعـطـبـ

لِهُنَّوْتُ أَبِي جَهْنَلْ فَاصْبَحَتْ قَابِسَةً
لَهُ وَكَذَّاْلِ الرَّأْسِ يَتَبَعَّهُ الدَّنْبُ
فَاصْبَحَ ذَاكَ الْأَمْرُ عَارِاً بِهِنَّالْهُ
عَلَيْكَ حِيجِيجُ الْبَيْتِ فِي مَوْسِمِ الْعَرْبِ
وَلَوْ لَانْ عَنْ بَخْضِ الْأَعْادِيِّ مَنْهَدْ
لِكُعَسَامِيِّ دَوْوَهُ بِالْرِّمَاحِ وَ بِالْقَضَبِ
وَلَسْنِ تَشْهَادَةٍ أَوْ يَصْرَعَ حَوْلَهُ
وَجَاهَ مَلَاءَ بِالْخَرْوَبِ دُوْ وَحَسَبْ
عَلَيْكَ الْمُرْتَضَى 5. Write a short biography of
6. Translate the following into English, explaining the
grammatical pun referred to :—
جَاءَ فَبَحْوِي عَلَى بَابِ فَبَحْوِي فَدْقَ بَابِهِ - فَقَالَ مَنْ أَنْتَ؟ فَقَالَ
الْزَائِرُ - أَحْمَدُ - فَاجْهَابَ صَاحِبَ الصَّدَارِ أَنْصَرَتْ - فَقَالَ أَحْمَدُ
لَا يَنْصُرُتْ - فَاجْهَابَ أَذَا كَانَ ذَكْرَةً يَنْصُرَتْ

7. For each of the following words mention another Arabic word of opposite signification, with their English equivalents :—

فُوقَ - كَيْلَ - يَهْبِينَ - بَحْرَ - شَتَاءً - مَدْحَ - مَوْتَ -
بَقَاءً - بَيْحَ - مَحْرَفَةً - شَيْبَ and سَيَاءً

8. Analyse the following :—

الْهَيْ أَنْتَ ذُو فَضْلٍ وَمَنْ وَانِي ذُو خَطَايَا فَاعْفُ عَنِّي

9. Write the peculiarities of any three of the following :—

أَفْعَالٌ - تَغْيِيلٌ - تَغَاعُلٌ - تَغْفِلَ and تَغْفَاعَلَةٌ

ARABIC.—SECOND PAPER.

Translate the following into English :—

(α) يَا آبَنْ آدَمَ اخْرُجْ حَبَ الدُّنْيَا مِنْ قَلْبِكَ - فَإِنْهُ لَا

يَجْتَبِعُ حَبَّ الدُّنْيَا وَ حَبَّ اللَّهِ فِي قَلْبٍ وَاحِدٍ ،

(a) حَكَى أَنَّ مَلَكًا بَنَى قَصْرًا وَقَالَ اذْظُرُوا إِنْ كَانَ فِيهِ عَيْبٌ فَاصْنَعُوهَا - فَقَالَ رَجُلٌ مِنَ الْوَزَادِ أَرَى فِيهِ عَيْبَيْنِ -

فَقَالُوا لَهُ وَمَا هُنَّا؟ قَالَ يَهُوتُ الْمَلَكُ وَيَخْرُبُ الْقَصْرَ - فَقَالَ الْمَلَكُ صَدَقْتَ - ثُمَّ أَقْبَلَ عَلَيْهِ اللَّهُ وَتَرَكَ الْقَصْرَ وَالْدُّنْيَا ،

(c) قَبِيلَ الْحَكَمَيْنِ أَيِ الْمُلُوكِ أَفْضَلُ - مَلَكُ الْبَيْوَذَانِ أَمْ مَلَكُ الْفَرَسِ؟ فَقَالَ مَنْ مَلَكَ غَضِيبَهُ وَشَهْوَتَهُ فَهُوَ أَفْضَلُ ،

(d) أَيَّامُ الدَّهْرِ ثَلَاثَةٌ - يَوْمٌ مُضِيٌّ لَا يَعُودُ إِلَيْكَ - وَيَوْمٌ أَنْتَ فِيهِ لَا يَدْعُومُ عَلَيْكَ - وَيَوْمٌ مُسْتَقْبِلٌ لَا تَدْرِي مَا جَاءَهُ وَلَا تَعْرَفُ مَنْ أَهْلَهُ ،

(e) سُئِلَ سُقُواتُهَا لَا تَتَكَلَّمُ؟ أَجَابَ خَلْقُكَ لَنَا أَذْنَانَ وَفُمَّ وَاحِدٍ - لَكِيهَا يَسْبِعُ الْأَنْسَانَ أَكْثَرُهُ مَهَا يَكْتَلَمُ ،

(f) قَالَ بَعْضُ الْمُلُوكِ لَوْزِيرَةٍ يَوْمًا مَا أَحْسَنَ الْمَلَكُ أَوْ كَانَ دَائِهَا - فَقَالَ الْوَزِيرُ لَوْ كَانَ دَائِهَا مَا وَصَلَ إِلَيْكَ ،

(g) قَالَ أَحْوَقُ لَابْنِهِ أَيِّ يَوْمٍ صَلَيْدَنَا الْجَمِيعَةَ فِي الْمَسْجِدِ - فَقَالَ لَقَدْ فَسِيَّتْ وَلَكِنَّ أَظْنَنَهُ يَوْمَ الْثَّلَاثَاءِ ،

(h) أَلَمْ تَعْلَمْ أَنَّ اللَّهَ عَلَيَّ كُلَّ شَيْئَنْ قَدِيرٌ؟ كُنْ ذَصِيرَ عَلَيْيَ طَعَامَ وَاحِدٍ - قَالَ أَبْرَاهِيمُ رَبِّ أَرْفَيْ كَيْفَ قَبَحَ الْهُوَتِيْ؟ اللَّهُ يَرْزُقُ مَنْ يَشَاءُ بِغَيْرِ حِسَابٍ - يَا بَنِي لَا تَشْرُكُ بِإِلَهِكُمْ أَنَّ الشَّرْكَ أَظْلَمُ عَظِيمٍ - كَيْفَ تَكْفُرُونَ بِإِلَهِكُمْ وَكُنُّتُمْ أَمْوَاتًا فَاحْيِيَّا كُمْ - ثُمَّ يَهْبِيَّكُمْ ثُمَّ يَحْيِيَّكُمْ ثُمَّ إِلَيْهِ تَرْجِعُونَ ،

2. Translate the following into Arabic, and give diacritical marks very carefully to your translation :—

(1) I passed by Zaid.

(2) They bought the horse.

(3) By God I will certainly do so.

(4) Ahmad is in the city.

(5) I travelled from Allahabad to Bombay.

(6) He (God) will pardon your sins.

(7) There is nothing like Him (i.e., God).

- (8) I did not see him since Friday.
- (9) By God, I will never drink wine.
- (10) Hamid is absent but Mohammad is present.
- (11) Twenty-two men are going to Mecca.
- (12) How many *dirhams* have you in your purse?
- (13) The poor man became rich.
- (14) She is going to buy a horse for me.
- (15) Boys and girls are going to school.
- (16) Twenty, thirty, forty, fifty, sixty, seventy, eighty, and ninety.
- (17) One, two, three, four, five, six, seven, eight, nine, and ten.
- (18) Work hard for your examination.
- (19) The youth became an old man.
- (20) Sit as long as Mahmud is sitting.
- (21) I will go if you (dual) go.
- (22) We will not come if you (all) do not come.
- (23) We have had enough rain.
- (24) Two men and three women were present.
- (25) Every thing is to die out except Allâh alone.

PERSIAN—FIRST PAPER.

1. Translate the following into English :—

- (1) اما صاحب دنیا که دعین عذایت حق ملحوظ است و بخلاف از حرام محفوظ - من همان انکار که تقریباً این سخن فکرتم و بیان و برها نمیاوردم از صفات از تو توقع دارم - که هرگز دیدی دست دغائی برکتی بسته یا بینوائی بزندان در نشسته یا پرده معصومی دریده یا کفی از معصوم دریده الا بعات درویشی - شیخ مردان را به حکم ضرورت در ذقبها گرفته اند و کعبه ساقته - اغلت قمیستان دامن عصبت به حصیت آزادند و گرسنگان ریایند ،
- (2) و گناهگار فروتن به از نیکو کار سرکش - زادان است کسی که از کمتری بیشتری رسیده باشد ویرا همان چشم کمتری بیند - و بیشتری ازان بین قبود کسی را که چیزی زدند و بخود بندند - و فردغته کسی است که دیافتنه

بے فیافتہ دهد - و فرومایه کسیے است کہ مردمان را برو خواهشی افتد و اور اتوانائی بر آوردن آن باشد و نکند، (۳) هواے آگرہ گرم و خشک است - سخن اطبا ان است که روح را بتحلیل می برد و ضعف می آرد و به اکثر طبائع ناساز گار است - مگر بلخی و سوداوی مزاجان را که از ضرر آن ایمن اند - و ازین جهت است حیوانات که این مزاج و طبیعت دارند مثل فیل و گامیش وغیران درین آب و هوا خوب می شوند،

(۴) اما تقدیم خدمت فقرا و اهل الله برآئے خیر و برکت دنیوی و عافیت خود و حصول دعاے مزید نجاست و دولت است نه برآئے نبود منت - گفتند اگر في الحقيقة از تصمیم اراده باطن نیت خیر است نصف غلات از حصه رعایا بگیرند بلکه به مظلومان محنت کش زیاده ازان بگذارند،

2. Write out from memory a from رباعی or a قطعة from ابن معین -

3. Mention a few letters and particles that are used redundantly in Persian. Give examples.

4. Translate the following into English, and explain the allusions therein:—

(۱) زخماک آورد رنگ و بیوی و طعام
تبهاشاکه دیده و مخز و کام
عسل دادت از نخل و من از هوا
رطب دادت از نخل و نخل از نوا
نهه نخل بندان بخایند دست
ز حیرت که نخلی چندین کس نه بست
خور و ماه و پروریں برآئے تو اند
قنبادیل سقف سرآئے تو انسه

(2) بے سکھ کیپول تو نقلا عہل دغل
 بے خاوش رضاۓ تو سعی امل ہبنا
 جائیے کہ تیخ قهر برادر سہابت
 ویوان کند بسیل عمر جنت سبما

(a) Analyse the last couplet according to Persian Grammar.

5. Explain in Persian as clearly as you can :—

بگرفت ہبچو لاله دلم در هوای سرو
 اے سوغ بخت کے شوی آخر تورام ما
 دریاے احضر فلک و گشتی هلال
 هستند غرق فتحت حاجی قوام ما

6. Give the rules for the use of دل and دل in Persian.

7. Define زمانی and name some books that could be so called.

8. Translate into English and explain in Persian :—

مجاهد اگر نفس امسارہ کشت
 کلید در فتح دارد بهشت
 چہ حاصل کہ صد خرقہ بر تن ناری
 خدا رس شوی چون زخود بگذری
 فزوئی چو خواهی کم خویش گیرو
 وہ این است اگر سائلکی پیش گیرو

PERSIAN.—SECOND PAPER.

Translate into English :—

در خواب دیدم در "خیابان ذاصریه" پیغمبر مرند ریش
 سخیدم و تروییدم سو - و پریشان احوال - با اعتدال قامت
 و تذاشب اعضا - که لباسهای فاخره در بوداشت - نهادیان
 شد - و جوانے دست او را گرفته است - پیغمبر در نهایت
 هراسانی با جوان صحبت کناد راه سیرفت - و هر لحظه

باطرأت خود فگران بود - ذاگاه از یکطرف شورش عظیمه
بپیا شد - گروهه از بازاریان و مردمان بیسرو پا و اراذل
اطرات پیر مرد را گرفته هریک چیزه ازو بخارت میر بودند -
برخه بوجودش نیز صدمه رسازیده بسزو و صورتش زخم
میزدند - و بحضور دست و پا و اندامش را پاره پاره
کرد - گروهه جواهرات جامه اش را بغارت میگرفتند -
تا اینکه او را از همه خیزها بوهنه ساخته نیمه جان بگوشش
انداختند - بیچاره با کهان ضعف و ذاتواني باواز حزین
فریاد میکرد - که ای فرزندان ناخلف و ای نهکخواران
بیوفا گناه من چیست که بدین خواری در خاکم میکشید -
در کیفر کدامیں خطاب بدین عقوبت ساختم گرفتار میدارید -
و از شدت صدمات وارد ضعف بوجودش مستولی شده
گریه کنان از پایی در افتاد،

Translate into Persian :—

After Tahmuris' (تمورث) death his nephew Jamshid ascended the throne. They say that wine was invented in his time, and it is well known that he built Istakhar of Fars (Persepolis) which is also called Jamshid's Throne. The historians of Persia will have it that he divided the nation into four grades, first the religious authorities, second the scribes, third the soldiers, fourth the artisans and farmers and traders.

It is recorded that the fixing of the solar years also took place in Jamshid's time. At the beginning of his reign the world was populous and the people were well-off; but at last prosperity having rendered him proud he laid claim to divinity and commanded so that, having made in his likeness, they ordered men to consider him the God of the earth and worship those images. This conduct became the cause of disgust among the people.

SANSKRIT.—FIRST PAPER.

1. Translate into English :—

एवं संप्रधार्यं पादपादवतीर्यं विलद्वारमाश्रित्य चित्रयी-
वच्छलेन हिरण्यकं सभाहूतवान् एत्येहि भो हिरण्यकं एहि ।

तच्छब्दं श्रुत्वा हिरण्यको व्यचिन्तयत् किमन्योऽपि कश्चित्
कपोतो बन्धनशेषस्तिष्ठति येन सां व्याहरति । आह च भोः
को भवान् । स आह अहं लघुपतनको नाम वायसः ।
तच्छ्रुत्वा विशेषादन्तलीनो हिरण्यक आह भो द्रतं गम्यता-
स्मात् स्थानात् ॥

(a) State the धातु and प्रत्यय in समाहृतवान् and लीनः.

(b) Conjugate the root श्रि in the third preterite (lun).

2. उपकारणहीतेन शत्रुणा शब्दमुद्गरेत् ।

पादलम् करस्येन करटकेनेव करटकम् ॥

चलत्येकेन पादेन तिष्ठत्येकेन बुद्धिभान् ।

नाससीद्य परं स्थानं पूर्वसायतनं त्यजेत् ॥

कारुण्यं संविभागश्च यस्य भृत्येषु सर्वदा ।

संभवेत् स महीपालखैलोक्यस्यापि रक्षणे ॥

(a) Translate the above extracts into English or Hindi.

(b) Parse the underlined words.

3. Write out in prose order :—

सर्वे तस्यादृता लोका यस्यैते त्रय आदृताः ।

अनादृतास्तु यस्यैते सर्वास्तस्या फलाः क्रिया ॥

न चायं न परो लोकस्तस्य चैव परन्तप ।

असानितां नित्यमेव यस्यैते गुरवस्त्रयः ॥

(a) State the rules of Sandhi in the underlined words.

(b) Conjugate the root मन् and आ+द् in the present tense.

(c) Decline इवम् and सर्वे in the accusative case in all numbers.

4. Write out the purport in English or Hindi :—

द्वावुपायाविह प्रोक्षौ विमुक्तौ शत्रुदर्शने ।

हस्तयोश्चालनादेको द्वितीयः पादवेगजः ॥

कृत्रिमं नाशमभ्येति वैरं प्राक् कृत्रिमैर्गुणैः ।
प्राप्तादानं विना वैरं सहजं याति न क्षयम् ॥

(a) Decline द्वि in all cases.

(b) State the प्रकृति and प्रत्यय of कृत्रिम and सहजम्.

5. तेन सत्याभिसन्धेन त्रिवर्यमनुतिष्ठता ।

पालिता सा पुरी ब्रेष्टा यथेन्द्रेणासरावती ॥

(a) Re-write the above extract, changing the passive into the active construction.

(b) Decline तत् and अनुतिष्ठत् in the nominative case, neuter, gender.

(c) Give the meaning of the words अभिसन्धा and असरावती.

SANSKRIT.—SECOND PAPER.

1. Translate into English :—

(a) उद्यमः साहसं धैर्यं बुद्धिः शक्तिः पराक्रमः ।

षड्गते यत्र विद्यन्ते तत्र देवः सहायकृत ॥

(b) क्षमा शस्त्रं करे यस्य दुर्जनः किं करिष्यति ।

अत्रूणे पतितो वन्धिः स्वयमेव प्रशास्यति ॥

(c) नन्दन्त्युदित आदित्ये नन्दन्त्यस्तसितेऽहनि ।

आत्मन्तो नावबुध्यन्ते सनुष्या जीवितक्षयम् ॥

(d) आग्रं छित्वा कुठारेण निम्बं परिचरेत्तु कः ।

यश्चैनं पथसा सिङ्गेन्नैवास्य सधुरो भवेत् ॥

(e) मन्त्री प्रत्युवाच । राजन् भवदन्वेषणाय भ्रमन्वे-

कस्मिन्वरण्ये पिपासाकुलः शीतलं नदीसलिलं पिवन्नु-

ज्वलाकारं रत्नमद्राक्षम् । तदादाय गत्वा कञ्जनमध्यानं

किमपि देवमन्दिरं प्रविष्टो दीनं ब्राह्मणमेकमवलोक्य

दयानिवतो तस्मै प्रायच्छम् । सोऽवोचदद्विजन्मा । श्रनु-

गृहीतोऽस्मि श्रीमतामनेन रत्नदानेन ॥

(f) दशरथो मृगयां कुर्वन्नेकदा संध्यासमये सरयूतीरे
स्थितः जलेन पूर्वमानस्य घटस्य शब्दं श्रुत्वा गजनादशङ्कया
शब्दपातिना शरेण मुनिपुत्रं निजघानं तेन च बोधितान्व-
यस्तपित्रोः समीपं तं निनाय । अथ शत्यमुदूरति नृपे स
शिश्रुमृतः । ततः सदारेण वृद्धतापसेन पुत्रशोकादहमिव
त्वमपि मृत्युमवाश्यसीति श्रमः ।

2. Translate the following into Sanskrit :—

(a) The wife of a rich man fell sick : and when she felt that her end drew nigh she called her only daughter to her bedside and said, ' Always be a good girl, and I will watch over you from heaven.'

(b) Forgiveness is an ornament to men as modesty is to women.

(c) Can light and darkness exist together ?

(d) The story is told of some boys who, playing near a pond, saw many frogs in the water and began to throw stones at them. Not a few of the frogs were badly hurt and some were even killed. At last, one of the frogs cried out : " Boys, this may be sport to you ; but it is death to us."

HISTORY.

Answers to Parts I and II to be written in separate answer books marked I and II respectively.

I.

1. What are the claims of William the conqueror to the English throne ? How did he prosecute them ; and what measures did he take to secure his throne ?

2. Give some account of the Hundred Years' War, with dates of principal battles and treaties.

3. Write short accounts of :—

Simon de Montfort, Mary Queen of Scots, Oliver Cromwell, Nelson.

4. Briefly describe the circumstances which led to

(1) The revolution.

(2) The act of Union with Scotland.

5. State either what you know of the Peace of Paris (1763) and The Treaty of Versailles ; or

Give some account of the effect of the Napoleonic Wars upon England.

II.

6. Give a short account of either The Invasion of Alexander or The reign of Asoka.

7. Give a list of the principal invasions of India from the North-West between 1000 A.D. and 1800 A.D.

8. Who were the following :—

Muhammad Tughlak, Bairam khan, Albuquerque, Ranjit Singh, Hyder Ali.

9. Give an account of the policy of Dupleix and account for its failure.

10. What do you know of the administrations of Lord William Bentinck and Lord Ripon.

GEOGRAPHY.

Answers to Parts I and II to be written in separate answer books marked I and II respectively.

I.

1. "Rivers show us on a large scale what moving water can do to bring about changes of the earth's surface." Explain this statement and illustrate your answer by reference to India.

2. Explain why the rainfall of Bengal is greater than that of Egypt.

3. What are the following :—Delta, Inland Sea, Tableland, Water-parting, Strait. Give one example of each.

4. Name the countries of which the following are the Capitals :—St. Petersburg, Tokyo, Teheran, Rome, Cairo, Copenhagen.

5. Draw a map of either (i) India, showing the principal mountain ranges, and the following rivers and towns :—Ganges, Indus, Narbudda, Kaveri Patna, Karachi, Darjeeling, Surat, Trichinopoly, Delhi ; or (ii) England and Wales, naming the boundaries and showing the following rivers and towns :—Thames, Severn, Trent, Tyne, Portsmouth, Manchester, Nottingham, Cardiff, Oxford and York.

6. (a) What are the two principal sea-routes between India and England and through what seas do they pass?
 (b) Through what countries would a railway have to pass from Karachi to Constantinople?
7. (a) Name the four chief rivers of Africa, stating where they rise and into what seas they flow.
 (b) Name from West to East the countries of Africa bordering on the Mediterranean Sea,
8. What are the principal products and industries of Bengal, the United Provinces and Burma?
9. Compare China Proper and Arabia, with regard to their
 (1) Physical features
 (2) Populations
 (3) Trade.
10. Where are the following and for what are they noted :—
 Antwerp, Zanzibar, Genoa, Hong-Kong, Vienna?

GEOMETRICAL DRAWING, 1907.

Time allowed—2 hours.

NOTE.—Scales and figures to be neatly inked in ; all construction lines to be left in pencil.

1. The distance between two places is 35 miles, and measures on a map 4·4 inches. Construct a diagonal scale to suit the map showing 50 miles. Draw a line and on it set off from your scale a distance of 37 miles 3 furlongs. Show all calculations, figure the scale properly, and note above it the representative fraction.

2. Construct a trapezium ABCD. Side AB 1 inch long ; diagonal AC makes 30° with AB, and is $1\frac{1}{4}$ inches long ; diagonal BD is $1\frac{1}{2}$ inches long, and makes 60° with AB. Bisect the side BC in a point E, and on BE construct a regular pentagon outside the trapezium.

3. Inscribe in an octagon of $\frac{3}{4}$ inch side half as many circles as the figure has sides, each circle to touch two sides and two circles.

4. Inscribe within a circle of 1 inch radius five equal semicircles having adjacent diameters.

5. Two points A and B are $\frac{3}{4}$ -inch apart. A point O the centre of a circle of $\frac{1}{2}$ -inch radius is 1 inch, and $\frac{3}{4}$ -inch from A and B respectively. Describe a circle which shall pass through the points A and B, and touch the given circle.

6. On a straight line 1·25 inches long, describe a segment of a circle containing an angle of 75° . Inscribe a square in this segment.

ELEMENTARY PHYSICS AND CHEMISTRY.

1. Define the following terms :—Transparent, Brittle, Dense, Malleable, Pliable, Elastic and Porous.

2. What is meant by the mass of a body? What volume of water at 4°C . has a mass of a kilogram? If 100 grams just balances $3\frac{1}{2}$ oz. how many lbs. has a mass equal to the mass of a kilogram?

3. A merchant uses a pair of false scales, the beam of which is supported at a point ten inches from one end and eight inches from the other end; if he puts 5 lbs. weight in the pan at the shorter end of the beam, will a customer get more or less than 5 lbs. sugar if weighed in the other pan. By what method of weighing will the customer gain? Give reasons.

4. Define density. Describe the methods of finding the densities of liquids by means of a U tube and a density bottle respectively.

If a column of a liquid in a U tube 100 inches high balances a column of water 103 inches high what is the relative density of the liquid?

5. A solid weighs 100 grams in air and its volume is 20 cubic centimetres; find its specific gravity.

6. Describe an experiment showing that a barometer measures the pressure of the atmosphere.

If a mercury barometer stands 30 inches high at sea level, will the height of the mercury be more or less when it is taken: (a) to the top of a high hill; (b) to the bottom of a deep mine? How will the height of the mercury in a barometer be affected by blowing down the open end of the short tube? Give reasons for your answers.

7. What is a thermometer? Compare a Fahrenheit with a Centigrade thermometer. If the readings on the Fahrenheit thermometer are 32° , 52° , and 212° respectively, what are the corresponding readings on a Centigrade thermometer?

8. (a) Show by experiments that our hands cannot be depended upon to tell the temperature of a body. (b) Why is a small space left between each two rails in a railway line? (c) Will a cubic foot of ice occupy more or less space when it is all melted into water? (a) Why are iron tyres first heated before being placed on carriage wheels?

9. Distinguish between a solution and a fluid holding matter in suspension. Give examples. What is a saturated solution? Give examples of substances undergoing (a) physical changes, (b) chemical changes, when dissolved in liquids.

10. What are crystals and how are they generally formed?

Define Water of Crystallisation, Efflorescent Crystals and Deliquescent Substances.

What are the shapes of the following crystals—Sulphur, Alum, Salt?

BOOK-KEEPING.

1. Explain the two fundamental principle upon which the science of Book-keeping rests.
2. State very clearly what you understand by "Capital" as the term is used in Book-keeping.
3. How does the Ledger depend upon the Journal, and in what way does "Double Entry" occur?
4. Give a few rules for taking out a Trial Balance.
5. Distinguish between "Assets" and "Liabilities."
6. Journalise and post the following Balance and close the Ledger:

1902.

Oct. 1—Cash in hand, Rs. 337.

,, 5—Paid J. Cummings, Rs. 60.

Received from T. Jones, Rs. 17.

,, 7—Paid for House Expenses, Rs. 24

Received from F. Smith, Rs. 14

,, 8—Paid Sundry Expenses, Rs. 15.

- „ 9—Balance at Bank, Rs. 4,724.
 „ 10—Drew cheque for Sims, Rs. 81.
 „ 11—Paid in, Rs. 362.
 „ 12—W. Wright paid to my account, Rs. 1,347.
 „ 14—Drew cheque for salaries, Rs. 120.
 „ 16—Purchased property for Rs. 1,000.
 „ 20—Paid J. Miller for alterations, etc., Rs. 150.
 „ 24—Sold half the property to E. Barnes for Rs. 600.
 (Value remainder at Rs. 550.)
 „ 30—Paid Interest, Rs. 40. Trade Expenses, Rs. 27.
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POLITICAL ECONOMY.

1. Give short definitions of "Wealth;" "Interest;" "Capital."
2. Show in your own words how rent arises, and mention the chief causes which may modify the amount of rent actually paid by a tenant.
3. Distinguish between "real" and "nominal" wages and show by an example the importance of the distinction.
4. What is meant by "convertible paper money"? What are its advantages?
5. Explain the objects of Trades Unions.
6. What is "Foreign Trade"? Why should any country import from other countries things which it could produce itself?
7. State the problems of taxation. What reasons are there for diminishing the Salt Tax as much as is possible?

